Designing and implementing an Alumni Association for MBA programme at GBS

&

Effectiveness of interactions between Goa University and its stakeholders

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Date: 29th April 2023

Examined by:

COMPLETION CERTIFICATE

This is to certify that the internship report **"Designing and implementing an Alumni Association for MBA programme at GBS & Effectiveness of interactions between Goa University and its stakeholders"** is a bonafide work carried out by **Mr. Allan Valentino D'Cruz** under my supervision/mentorship in partial fulfilment of the requirements for the award of the degree of **Master of Business Administration** in the Discipline of Management Studies at the Goa Business School, Goa University.

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Place: Goa University

School Stamp

DECLARATION BY STUDENT

I hereby declare that the data presented in this Internship report entitled, **"Designing and implementing an Alumni Association for MBA programme at GBS & Effectiveness of interactions between Goa University and its stakeholders"** is based on the results of investigations carried out by me in the discipline of Management Studies at the Goa Business School, Goa University under the Mentorship of Dr. R. Nirmala and co-guide Prof. Nilesh Borde and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will not be responsible for the correctness of observations / experimental or other findings given the dissertation.

I hereby authorize the University authorities to upload this dissertation on the dissertation repository or anywhere else as the UGC regulations demand and make it available to anyone as needed.

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Contents

Goa Business School, Goa University Profile

The formation of Goa Business School, a division of Goa University, was the consequence of the consolidation of numerous departments that could function more efficiently as a unit. Goa University was founded in the year 1985, while the MBA programme was introduced in the year 1989. However, Goa Business School was formed in the year 2019.

The Goa Business School has merged the following departments: Executive Master of Business Administration, Master of Business Administration Financial Services (2011), Master of Business Administration, Master of Commerce, Master of Computer Application, Master of Arts in Economics, and Master of Business Administration. The Department of Economics preserves a legacy of the University's foundation Centre for Postgraduate Instruction and Research (CPIR). The Department of Computer Science and Technology was established with initial funding from DOE/UGC through the Personnel Development Programme. The merger would provide academics and research students with the opportunity to rebrand and emphasise our combined teaching and research capabilities in these disciplines, as well as to unearth new synergies that had been previously concealed within departmental divisions. In the past, graduates from these departments were employed by industries in India and abroad.

Even though the merger is consistent with the stated objectives, we must not overlook the departments' individual contributions. Therefore, the 610 publications published (1986 to 2018) and 109 theses published (1993 to 2018) demonstrate the combined strength of these disciplines. Each of their academic programmes would evolve over time, with a potential synergy in the near

future that would present Goa Business School graduates with challenging employment opportunities.

The school has developed strong relationships with business companies and industries in and outside of Goa for internship and employment services. The courses provide instruction and practise in every area required by the business. As a consequence, Goa University has become an institution of distinction.

SWOT Analysis

Strengths

- Goa University has been in operation for over 30 years and has an extensive alumni network.

- The umbrella brand of Goa University, which provides seven distinct management-related courses, functions as a one-stop corporate education facility.

- External guest lecturers from renowned Indian and international institutions, working professionals, and industrialists complement the highly qualified internal faculty, some of whom have over 20 years of cumulative teaching and research experience.

- Offering Japanese study and German exchange programmes.

- Numerous students from Afghanistan, Iran, Africa, etc. take part in international education programmes.

- Large campus with all necessary amenities, including intelligent classrooms, a playground, stadiums, a health facility, a bank, and a post office, among others.

- According to the National Institutional Ranking Framework (NIRF) 2022, GU ranked between 101 and 150 in 2022.

Weakness

- The curriculum and syllabi are obsolete, and there are no industry-specific specialisations.

- Internal product cannibalization, as MBA Financial Services recruits MBA candidates through a flawed admissions exam procedure.

- Departmental internal operations are challenging.

- Goans' widespread disfavour of Goa University.

- GU has several institutions. Goa Business School is a combination of distinct programmes, resulting in departmental distinctions.

- Poor brand awareness

Opportunity

- Providing online lectures and courses with a distance learning component.

- Earn-while-you-learn programmes that assist universities or students with brand recognition or initiatives.

Threats

- In India, there are private, independent institutions such as GIMS, Chowgule's, Symbiosis Pune, and business schools.

- Open State/National Organisations and Distant Learning Programmes, such as SCDL and IGNOU

- The emergence of international institutions with contemporary curricula and private Indian actors cooperating or franchising more with foreign organisations. GIMS, Bits PILANI, and SP Jain Global Management are examples. – UDEMY

VRIN Analysis

VRIN analysis is a strategic method that assists our business in identifying and preserving the assets and competencies that provide a sustainable competitive advantage. VRIN stands for valuable, uncommon, imitable, and non-replaceable resources, which encompasses the identification of all prospectively significant resources.

1) Professors are valuable due to their years of experience conducting research and instructing; they are not uncommon or imitable. Universities are able to replace one faculty member with another.

2) Courses are beneficial because they provide students with a degree certificate that can be used to apply for employment. Multiple universities offer the same courses, so they are not uncommon. They can be imitated but cannot be substituted for a particular course.

Students are valuable because universities were founded to educate them, but they are neither rare nor exceptional. Someone else may assume their position.

Goa University, which has a higher ranking than the business school, has a powerful brand. Goa University has a unique personality that cannot be imitated or replaced, so it is rare.

5) Infrastructure is significant because it is a component of Goa University, is replaceable by other infrastructure, and is both common and replicable.

6) The library at Goa University is beneficial because it provides a wide variety of texts to students in all disciplines. It is replicable because another library with the same name could be established and replace it in a particular department.

7) Counselling is advantageous because it assists students in coping with mental health issues and concentrating on academics. It is also widespread because it is offered at numerous colleges, universities, and institutions. One can substitute a different counsellor in their place.

8) Providing students with computer knowledge is beneficial because it is a fundamental skill that all students should possess. It is common for institutions to offer computer facilities to their students, and these facilities can be adapted to satisfy the rising demand for computer education among students. If a university instead offers laptops, this is also a viable option.

9) Hostel facilities are significant because they provide lodging for a large number of international students, non-Goans, and distant students. Numerous universities provide students with dormitory accommodations, and they can be replaced if demand increases.

Industry description

With 26.31 percent of the country's population between the ages of 0 and 14, India's education sector is ripe for growth. In fiscal year 2020, India is projected to spend 180 billion dollars on education. It is anticipated that by 2025, India's market for higher education will be worth Rs. 2,448,244 crores (US$35.03 billion). The 2019 English Proficiency Index ranked India at number 34 out of one hundred nations. Increasing Internet usage is anticipated to benefit education delivery.

India has over 250 million pupils enrolled in education, more than any other nation. Additionally, it has one of the largest networks of universities in the world. In FY19, there were 39,931 colleges operating in India. In FY22 (ending October 2021), India will have 1,014 universities, up from 760 universities in FY15.

India contained 988 universities as of 17 May 2021. In 2018–19, 37.4 million higher education students were registered in India. In the higher education sector of India in FY21, the aggregate enrollment rate was 27.1%. India's higher education institutions are emphasising the development of online programmes in response to expanding consumer demand.

By 2026, India's online education sector is anticipated to be worth $11.6 billion USD. ICAR is one of the most significant international national agricultural organisations. India possessed 122 institutions and 67 agricultural universities as of July 2021.The industry is anticipated to be worth $1.96 billion by 2021, with 9.6 million users, up from $247 million and 1.6 users in 2016.

In 2020–21, there were nearly 10,000 AICTE-approved institutes. As of August 2021, AICTE-approved institutes offered a total of 3,610 undergraduate courses, 4,768 postgraduate courses, and 3,979 diploma programmes. In FY 22 (until June 2020), the All-India Council for Technical Education authorised 3,623 undergraduate, 4,787 graduate, and 3,986 diploma programmes for 8,985 institutes.

The National Institutional Ranking Framework placed seven prestigious Indian Institutes of Technology among the top 10 institutions for 2020.71 Indian institutions have qualified for the Times Higher Education World University Rankings 2022 as of September 2021, up from 63 in 2020.

The Indian government continues to perceive education as a strategic priority. The government has authorised 100 percent Foreign Direct Investment (FDI) via the automatic route in the education sector since 2002. Between April 2000 and March 2020, FDI investments in the Indian education industry totaled $3.24 billion, according to data provided by the Department for Promotion of Industry and Internal Trade. India's ed-tech industry is projected to be worth US$ 3.5 billion by 2022; it attracted US$ 1.5 billion in investments during the first nine months of 2020, compared to US$ 409 million for the entire year of 2019.

PESTLE Analysis

Political

The significance of government policies and regulations in India's education sector cannot be overstated. Although India's political climate has remained stable in recent years, the laws governing education have been modified. For example, India's education industry has undergone significant transformations since the National Education Policy was implemented in 2020. To maintain their relevance and competitiveness, universities must adhere to these policies and regulations. The Indian education sector welcomes 100 percent FDI (automatic route). Over the past few years, the number of Indian pupils receiving EU scholarships has increased by 15%.

Economical

The university is affected by economic factors such as the quantity of funding available for education, the cost of education, and the economic growth of the nation. To determine the affordability of a course of study, the institution must consider the financial circumstances of the students and their families. Existing demand-supply disparities necessitate the construction of an additional 2 lakh schools, 35,000 colleges, 700 institutions, and 40 million vocational training seats.

Social

Social and cultural factors that may have an effect on the institution include the diversity of the student population, cultural differences, and the socioeconomic standing of the students. The institution must accommodate the diversity of cultures and ensure the comfort of its students. The world's largest population, 50 billion individuals between the ages of 5 and 24, presents enormous

opportunity. More than 25 billion students are enrolled in schools in India, more than in any other country. The prevalence of English-speakers simplifies the production of instructional materials. India ranked in the top one hundred of the English Proficiency Index.

Technological

Technology advancements in education, such as e-learning and online courses, may have a profound effect on the university. To be current and pertinent in the education industry, the institution must incorporate new technology. The market for digital publishing in India's education sector has increased at a CAGR of 5.29 percent annually. To ensure that everyone has access to education, the Indian government encourages colleges in rural areas to offer online courses.

Legal

Education-related laws and regulations, such as those established by the University Grants Commission, are among the legal factors that affect the institution. The institution must abide by the law's regulations and ensure that all academic activities adhere to them.

Environmental

Environmental variables such as resource availability, the effects of climate change, and campus sustainability may have an impact on the university. The institution must ensure that it conserves resources and reduces its carbon footprint.

The Porters Five Forces Analysis

Using Porter's Five Forces analysis, we can analyse Goa University and Goa Business School in detail.

High threat of incursion

More than 7,000 colleges and over 350 universities have been established over the past decade, and many of these institutions have minimal start-up costs and ready access to resources.

As the demand for diversified talents rises, a number of private institutions have emerged. These institutions offer comparable courses or hybrid courses that meet the requirements of students at comparable costs.

Threat posed by substitutes:

More than 40,000 colleges and universities in India offer master's-level courses comparable to those found in universities, reducing the need for higher education (e.g. HR subjects taught to students pursuing the arts, Advertising subjects taught to Mass Communication students, etc.). Businesses are implementing internal MBA programmes or other online courses to prevent employees from leaving the company to pursue a full-time master's degree.

Medium bargaining leverage of suppliers

As more institutes were established, the demand for distinguished professors increased. The reputation of the brand is reflected in the calibre of the faculty. Overall, Goa University rates highly due to its publications, consulting work, and other factors. Goa Business School, on the other hand, has neither the best nor the worst reputation; it is in the middle, with career opportunities, infrastructure, and other amenities making up the difference.

Strong bargaining position of the client

Because they are obligated to begin employment early, students favour educational institutions with flexible course structures. These new institutions' tuition rates are comparable to those of Goa Business School, and students choose these courses because they allow them to work and study simultaneously.

Low Competitive Rivalry

Only one university exists in the state of Goa. However, certain colleges offer master's degree programmes such as MCom and MA English. However, when it comes to other master's programmes, GU offers the most. There are only two institutions in Goa that offer MBA programmes, and because of their vast differences, there is little competition in this field.

Project Introduction

The value of productive communication between institutions and their constituents has been highlighted more frequently in recent years. Members of the community, business, government, and the student body all have a stake in educational institutions. Success, sustainability, and the actualization of institutional aims and objectives all depend on the quality of the interaction between educational institutions and their stakeholders. Universities' responsibilities extend beyond teaching students information and skills. This involvement is essential for boosting educational quality and encouraging societal growth. In light of this, the study project's primary concerns for Goa University are creating and executing an alumni association for the MBA programme at the Goa Business School, and assessing the success of interactions between the institution and its stakeholders.

The goal of the study's first section is to create a structure for a Goa Business School MBA alumni association as no association exists despite the programme running for the past 4 decades. The study will look at effective alumni association models from other universities and find best practices that may be applied to the setting of Goa University.

This study surveys stakeholders in their interactions with the university and assesses the perceptions and trust that they have in the institution. Furthermore, it seeks to identify and highlight the trust deficits that exist with the various stakeholders, especially alumni and consequently the reasons for a lack of an alumni association for the MBA program, and remedying the same. The efficiency of interactions between Goa University and its stakeholders will be assessed in the study's second section. The goal of the study is to gauge stakeholder satisfaction with the

university's engagement initiatives and pinpoint areas for development. Other colleges and educational institutions looking to enhance their stakeholder engagement practices will find the study's conclusions helpful.

Literature review

Sr. No.	Journal	Title	Findings	Relevance
	Medical Science Educator, 30(1), 505-511.	Impacts of a Partnership Between an Alumni Association and an Institution to Invest in Educational Innovation	A partnership between an alumni association and a school can provide funding for educational innovation, resulting in the creation of new programmes and activities that benefit both students and the school. Alumni can also assist current students in preparing for success in their chosen fields by providing invaluable mentoring and professional development opportunities. Alumni may also be able to utilise their networks and influence to aid universities in acquiring additional funding and establishing partnerships with other organisations.	Student alumni associations (SAAs) have increased in prominence at institutions across the nation because they offer students opportunities to interact with alumni, acquire professional skills, and foster a sense of community. The University of South Florida (USF) has adopted a SAA programme that enables students to network with alumni, partake in professional development events, and contribute to the university community. Previous research indicates that participation in SAA programmes can enhance

| | | | In addition to fostering a sense of pride and commitment among alumni, partnerships between alumni associations and institutions can result in increased donations and support for the institution over time. | students' sense of belonging and academic achievement.

However, the study identified a number of barriers to student participation in the SAA initiative, such as a lack of awareness of the programme among students and the difficulty of coordinating SAA activities with academic and other obligations. |
| --- | --- | --- | --- | --- |

2	South Florida University doctoral dissertation	An Assessment of Student Involvement in the University of South Florida's Student Alumni Association Programme Wider LaToya	Studies have shown the positive effects of student engagement in extracurricular activities on their academic, social, and personal development (Astin, 1993; Pascarella & Terenzini, 2005). The topic of student involvement in extracurricular activities has been widely debated in literature on higher education. In order to build a feeling of community on campuses and link students with alumni, several colleges have launched these activities. Involvement in extracurricular activities has become more common thanks to student alumni	The essay provides information on the factors that contribute to the success or failure of a student alumni association programme. The benefits of allowing students to engage with alumni are emphasised, as well as how important it is to do so. In this article, best practises for creating and executing alumni association initiatives are discussed. The research's findings may be used to create and carry out alumni initiatives for various academic institutions or courses.

			organisations (Hughes, 2014).	

| 3 | 505–511 in Medical Science Educator, 30(1). | Effects of a cooperation between an institution and an alumni group to finance educational innovation. By Teresa Beacham, Annen Walling, and Guila Bonaminio. | Collaborating with academic institutions to collect money for innovative educational programmes may be a successful strategy. These partnerships might improve connections and engagement between former students and the educational institution, raising funds and support. Open lines of communication, similar goals, and an understanding of one another's requirements are necessary for alumni groups and educational institutions to collaborate successfully. | The research emphasises the potential advantages of collaborations between alumni groups and educational institutions, which may support funding for innovative initiatives and promote involvement. The research emphasises the need of clear communication and common goals in successful collaborations. The research places a strong focus on the importance of evaluation and assessment in collaborations between alumni organisations and institutions, which is also essential for evaluating the successes and consequences of alumni associations. |

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| 4 | 25–30 in Education, 2(1). | The value of alumni associations at the university level in Pakistan's Karachi. By Waqar Un Nisa Faizi and Anila Fatima Shakil. | While there haven't been as many alumni groups in Pakistan traditionally, their importance is rising as colleges try to engage with graduates and promote lifelong learning. By providing graduates with access to job vacancies, training opportunities, and other resources, alumni groups may make a substantial contribution to their professional growth. By fostering a feeling of community and connection between alumni and their alma mater, they may assist graduates feel a sense of pride and commitment. | It is highlighted how important alumni groups are for keeping in touch with graduates and promoting lifelong learning. It underlines the need of strong leadership and effective communication in developing and implementing an alumni organisation. It provides details on the many options and resources that alumni groups may provide, such as access to career and educational prospects. It emphasises how crucial it is to promote a feeling of belonging and ties between graduates and their alma mater. It serves as an |

				illustration of how alumni groups may impact institutions' long-term sustainability and profitability.

| 5 | | Income from alumni (donations and bequests) at South African institutions is one of the challenges faced by alumni associations at universities. From A. A. Braam Rust | the value of alumni gifts and bequests for the long-term financial health of South African institutions. Due to alumni disengagement and competition for limited resources, it may be challenging for alumni groups to get gifts and bequests from alumni. The strategies utilised by South African colleges to increase alumni involvement and contributions, such as targeted communication and fundraising efforts. Effects of socioeconomic and racial characteristics on alumni giving trends in South Africa. | Understanding the importance of alumni donations and bequests for long-term monetary stability identifying barriers that prohibit soliciting contributions and bequests, such as alumni disengagement and resource limitations. learning how to utilise fundraising initiatives and focused communication to increase alumni involvement and contribution.acknowledging the influence of socioeconomic variables on alumni donating, such as income and race. Consider non-financial methods of engaging |

				alumni, such as mentorship programmes.
				recognising the role performed by university administration in encouraging a philanthropic culture and supporting alumni organisations.

| 6 | 253-256. Industrial and Commercial Training, 47(5). | The alumni connection by Jammie Barron is a book on creating a successful marketing chain for higher education. | Alumni are important brand representatives for higher education institutions since they may share their stories and give perceptions on the calibre of instruction provided.

It's crucial to target alumni marketing campaigns according to their life phases, with fresh graduates being more interested in employment options and older alumni maybe being more interested in charity endeavours. | Additionally, the alumni association may help the institution plan events, fundraisers, and networking opportunities to increase its visibility and reputation.

The success of the alumni association depends on data-driven decision-making, which includes gathering input, monitoring engagement, and evaluating the performance of its programmes. By using social media and other internet channels, the organisation may reach new audiences, strengthen existing ties with alumni, and broaden its influence. |

7		Attitudes of alumni association members towards donations and university life at a public AAU institution. authored by Leland Dwight Patouillet.	The importance of alumni organisations at higher education institutions, as well as their impact on graduates' opinions of their alma mater and philanthropic giving. the personal, institutional, and demographic factors that affect alumni donating behaviour. Public AAU institutions have challenges in engaging their alumni and increasing donations, including budget constraints and conflicting demands for alumni attention.	Insights from the study on alumni attitudes and behaviours towards their alma mater may be used to create and run a successful MBA alumni organisation. The study may assist determine which engagement and giving standards are most important for MBA graduates as well as how these standards vary depending on institutional and demographic variables. Indicators from the research, such as alumni engagement rates, donating amounts, and association perceptions, may also be used to measure the performance of the MBA alumni association.

8		Several models of alumni perceptions of higher education brand equity and their results. Thanks to Michael Wade Smith.	The importance of brand equity in recruiting academics, students, and resources to institutions.	study may provide light on graduates see the MBA gram's brand equity, which assist in forming a strong nni organisation.
			the effect of alumni views on higher education brand equity and the elements that affect how alumni feel about their alma mater.	research may help to oint the qualities that MBA uates value most in terms of d equity and how these s affect their engagement contributions.
			Among the methods and approaches used to gauge alumni impressions of higher education brand equity include surveys, focus groups, and social media research.	study's conclusions may be sed to underline the links een alumni involvement, raising, and institutional tation and alumni eptions of higher education d equity.
			Incorporating alumni opinions and perspectives into higher education branding initiatives may lead to more alumni involvement and advocacy, better student	results may help identify k points in the branding

			outcomes, and enhanced institutional performance, to name a few potential advantages.	egy for the MBA programme suggest ways to improve alumni see the program's d equity.

| 9 | South Carolina University | membership levels in alumni associations at public universities. An evaluation of the interactions between institutional traits and alumni association. Thanks to Andrew Paul Christopher son. | The importance of alumni clubs in higher education institutions, particularly how they help to promote alumni donations and involvement.

Alumni characteristics like age, gender, and money as well as institutional factors like university size, location, and kind all have an impact on the membership levels of alumni associations. Comparing the membership numbers of alumni associations at different public institutions may help identify best practises and potential areas for development in alumni engagement and fundraising campaigns. | To build and operate an efficient MBA alumni organisation, the study may provide insights into the factors that affect alumni association membership levels.

The creation of methods to increase active participation and charitable giving among MBA graduates may benefit from research into the effects of alumni association membership on alumni engagement and giving behaviour. The study may help identify the traits of MBA graduates who are most likely to join the alumni association so that marketing initiatives can be targeted at those groups. |
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| 10 | | Enhancing alumni financial support and participation via a student alumni organisation. Through Gaier Scott E. | the importance of financial support and alumni participation in higher education institution success. role of student alumni groups in boosting alumni involvement and giving habits. A student alumni organisation may encourage a giving culture among current students and recent graduates. A successful student alumni organisation may be established and put into place using techniques including fundraising, event planning, and leadership development. | An successful MBA alumni association may be created by taking into account the strategies used by student alumni organisations to promote participation and contribution. The study may help discover effective methods for event planning, leadership development, and fundraising among student alumni organisations and apply them to the MBA curriculum. The establishment of metrics to measure the effectiveness of the MBA alumni association may be influenced by the impact of student alumni association involvement on alumni |

				engagement and giving behaviour.

| 11 | 610–623 in Managerial Finance, 37(7). | Matching alumni expectations or student evaluations? Cott Stewart and Carla Guevara. | Student evaluations are often employed in higher education institutions to judge the effectiveness of the instructors and the course material, however they fall short in capturing the long-term effects of education on the learners.

On the other side, alumni expectations provide a more comprehensive perspective on higher education successes, including professional readiness and personal development.

Studies show that there is some congruence between alumni expectations and student evaluations, albeit that is not always the case. | Understanding alumni expectations: One might get understanding of MBA alumni expectations by investigating if student evaluations meet alumni expectations. Using this information, an alumni organisation that meets the needs and expectations of its members may be developed.

Long-term educational effect: The research underlines the need of looking at how education affects alumni over time, since this might have an influence on the aims and objectives of an MBA alumni group.

Career preparation and personal growth: According |

			Students may focus short-term enjoyment over long-term success, but alumni may favour professional readiness and personal progress, which may account for the discrepancy between student ratings and alumni expectations.	to the study, alumni may prioritise these goals above short-term satisfaction, which may help an alumni association determine its main areas of focus.

| 12 | | Capture coproduction conduct in networking alumni communities: advance from citizenship, sharing of information, and platform belongingness behaviour. My Trinh But. | Coproduction behaviour is the cooperative effort of community members to accomplish a shared objective. Platform belongingness describes a user's identification and connection to a platform or community. Knowledge sharing is the process of distributing information and skills among participants to enhance their capacity to participate in coproduction activity. The readiness of members to take part in activities that benefit the community as a whole rather than just themselves is referred to as citizenship conduct. | Enhancing platform identification and belonging: Members who have a sense of identification and belonging to the alumni association platform are more likely to participate in coproduction behaviour and contribute to the success of the community. Encourage alumni to share information with one another in order to build a strong professional network that can assist one another and the MBA course. achieving a desired outcome: The alumni group may work towards achieving its aims and objectives, such as assisting current students, enhancing |

				the reputation of the MBA course, and fostering alumni relationships, by promoting coproduction behaviours.

| 13 | 8(2), 57–62, Journal of Services Marketing. | Alumni generosity and conduct in terms of contributions. by Laura Elmer and Gail Tom. | For educational institutions, alumni giving is a crucial source of funding that may have an effect on the institution's financial stability.

Alumni propensity to donate is influenced by their level of commitment to the school, how important they feel they can make a difference, and how well the organisation communicates with and raises money from them. | Knowing what motivates alumni giving may help the alumni association create successful fundraising campaigns that increase financial support for the MBA course.

Establishing connections with alumni is essential to boosting contribution behaviour, whether it is via monetary donations, volunteer work, or mentoring. |

| 14 | 28(6), 765-778, International Journal of Educational Management. | Enhancing engagement : Alumni giving patterns and brand recognition. Through Amber I. Stephenson | Brand identity may impact alumni contribution behaviour favourably by strengthening their feeling of loyalty and emotional attachment to the organisation.

Strong alumni networks encourage peer influence and provide a feeling of community, which might affect donation behaviour.

Donor gratitude campaigns may improve brand awareness and promote recurrent giving. | Building a strong brand for the MBA course encourages alumni to feel more emotionally connected to the school and more loyal, both of which may influence their giving behaviours.

Building a strong alumni network may support a sense of belonging and strengthen peer influence, which raises the probability that graduates will attend alumni association activities and provide money.

For instance, customised marketing and storytelling may help to increase brand awareness and motivate alumni to give, reinforcing |

				their support for the MBA professional.

| 16 | 433–445 in The Electronic Library, 26(4). | looking at online community portals for improved networking among alumni. By Chris Rensleigh and Zenia Barnard. | Internet community portals provide alumni a place to connect, exchange knowledge, and contribute, which may help alumni networks function more efficiently.

Alumni engagement may be impacted by the portal's layout and functioning, with features like job boards, discussion forums, and event calendars enhancing networking opportunities.

With features like personalised newsfeeds and targeted mailings, site customization may increase alumni involvement. | By enabling MBA graduates to interact and exchange information, an online community portal may be a helpful tool for boosting alumni networking.

The look and feel of the portal, together with its features like job boards, discussion forums, and event calendars, might influence how actively alumni participate.

By including elements like customised newsfeeds and targeted messaging, site customization may increase the involvement of MBA graduates. |

| 17 | 6(3), 229–239, Journal of Small Business and Enterprise Development. | Alumni perceptions on the importance of higher education institutions in entrepreneurship education. Elaine Collinson and Sara Carter. | As it helps students become ready for a changing job market and fosters innovation and creativity, entrepreneurship education is becoming more and more important in higher education institutions.

Alumni play a key role in evaluating the effectiveness of entrepreneurship education and providing feedback to institutions.

Higher education institutions may improve their entrepreneurial education programmes with the support of alumni feedback, better meeting the needs and expectations of both their students and alumni. | MBA curricula include a strong emphasis on entrepreneurship education, which is likely to be of particular interest to graduates looking to start or expand their businesses.

Design and execution of an MBA alumni association may be influenced by alumni's opinions on the effectiveness of entrepreneurship education and the role of higher education institutions in promoting entrepreneurship.

Additionally, the alumni association may help alumni entrepreneurs connect with possible financiers or business |

				partners, supporting in the growth of their companies.

| 18 | The International Journal of Therapeutic Communities is about therapeutic communities. | The alumni club: Social interaction and the sharing of recovery-focused assistance among a sample of former residents of a women's therapeutic community. by Keith L. Warren and Jessica V. Linley. | People who have had a challenging or transformative experience, such as living in a therapeutic community for women, might benefit from alumni clubs or associations created by former members of a shared experience.

Face-to-face interaction or interpersonal contact is a crucial component of the recovery process for those who have battled addiction or other mental health issues.

A key component of the healing process is the interchange of recovery-oriented assistance or support from peers who have experienced analogous situations. | Both alumni clubs and MBA alumni groups provide as a network of support for those who have experienced similar things.

Peer support and interpersonal interaction are essential elements of both professional and personal growth.

Alumni groups can help MBA grads interact in person and provide networking possibilities.

As they negotiate the job market and progress their careers, MBA graduates might profit from the exchange of career-oriented assistance, such as job recommendations or mentoring. |

| 19 | *2nd International nal Conferenc e on Electronic s and Sustainabl e Communic ation Systems (ICESC) in 2021 (pp. 1–7). IEEE.* | by Babu M. "Design of alumni portal with data security" | Alumni portals are being used more often by universities and other academic institutions to maintain connections and engagement with alumni.

Since alumni portals usually include private information about alumni, such as their personal and professional details, data security is a crucial consideration in their design.

Encryption, access control, and secure authentication techniques are often used to protect and guarantee the confidentiality of data.

To ensure that data is not lost or compromised in the event of a security breach, disaster recovery plans and frequent | An alumni portal should be part of every MBA alumni association because it may be used as a forum for involvement, networking, and communication.

Data security is a key consideration in the design of an alumni portal since it typically includes sensitive information about alumni, such as contact information and professional information.

An alumni portal's data security must include encryption, access control, and secure authentication methods.

To guarantee that it is safe and continues to satisfy alumni needs throughout |

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			data backups should be carried out.	time, the alumni portal must be continuously checked and updated.

| 20 | 24(1) *Current Issues in Education.* | Collaboration between families and schools is improved. by Younglong Kim, Dominic Egure, Edward Harris, Jentre J. Olsen, Katherine A. Curry, and Oklahoma State University. | For students to succeed, partnerships between families and schools are essential.

Collaboration is hampered by cultural differences, negative prior experiences, and a lack of communication. Successful cooperation may be fostered through shared decision-making, mutual respect, and trust.

Families and schools can connect and work together more successfully thanks to technology. | Effective cooperation requires building confidence between universities and stakeholders.

Lack of trust may be influenced by negative experiences as well as cultural differences.

Effective communication is necessary to build trust between stakeholders and institutions.

Technology may be used to encourage openness and communication, which can boost trust. |

| 21 | 23(1), Metropolitan Universities, 11–18. | Keynote speech topic: "Cutting the Trust Deficit and Investing in College Success" Merisotis, Jamie P. | Success in college depends on building trust between students and institutions.

It is impossible to overestimate the value of trust in luring and keeping students, especially those from disadvantaged backgrounds.

A lack of trust may be influenced by negative institutional attitudes and experiences.

Institutions may choose to use trust-building techniques such as transparency, accountability, and community participation. | Building relationships of trust with all of Goa University's stakeholders is crucial.

A lack of trust may be influenced by negative university experiences and perspectives. For the institution to build trust, transparency, responsibility, and community involvement are essential components.

The institution and its stakeholders may establish confidence by providing financial assistance and support services. Building trust is an ongoing process that requires the institution to put out constant effort and commitment. |

| 22 | *2022: Engineering Review 47, no. 12.* | Trust gap closing between industry, academia: Qureshi, Abdul Sami. | Between academics and industry, there has always been a lack of confidence that has prevented collaboration. However, a recent research found that the trust gap is narrowing.

Collaboration between academia and industry may enhance innovation, knowledge transfer, and economic progress.

Honesty, respect for one another, and shared goals are essential in developing trust between academics and business. Building trust may also be achieved via partnerships and cooperative research endeavours. | Increased trust between Goa University and business stakeholders may lead to more cooperation and economic development.

A lack of trust between the institution and industry may hinder collaboration. Transparency, respect for one another, and shared objectives are necessary to develop trust between the institution and the industry.

By working together on collaborative research initiatives and partnerships, cooperation and trust may be increased. |

| 23 | *50(1-2), 155–172 in Journal of Gerontological Social Work.* | Collaborations between universities and the community in gerontological social work: fostering student learning. By AE Fortune, LKP Mertz, and AL Zendell. | For the purpose of teaching gerontological social work, partnerships between universities and communities are essential.

These partnerships may help children acquire valuable lessons while simultaneously tackling concerns in the community.

Building effective collaborations requires agreement on student learning. Effective communication, respect for one another, and shared objectives are necessary to reach agreement.

Partnerships may help the institution and the community by promoting cooperation and addressing social issues. | To meet the requirements of the society, Goa University must establish trust with key players in the community.

University-community partnerships may provide opportunities to address social issues and foster trust.

Partnerships need clear communication and shared objectives to develop trust and agreement.

Building trust may also be aided by mutual respect and acknowledging stakeholder knowledge. Collaborations may be advantageous for the community and the institution |

| 24 | *630–660 in Urban Education, 45(5).* | the process of developing trust between academics and staff in urban schools. by J Anderson, M Houle, and M. Barnett. | Building confidence is a crucial first step in developing successful university-school partnerships. Effective communication, respect for one another, and shared objectives are necessary for developing trust between university researchers and school employees. Building connections and valuing stakeholder expertise may both help to establish trust. Trust may be built via cooperative initiatives that meet the needs of both parties. The process of establishing trust requires | Increasing trust between Goa University and the faculty and staff may help close the trust gap with other stakeholders. Effective communication, respect for one another, and shared objectives are necessary for establishing trust between university and school workers. Building connections and recognising stakeholder expertise may both help to increase trust. Projects involving university and school collaboration may promote trust while simultaneously addressing community needs. |

			ongoing effort and financial commitment.	The process of establishing trust requires ongoing effort and financial commitment. Collaborations between universities and schools that are successful may help students while also advancing the community and the field of education.

| 25 | *Calitati, 19(163), pp. 37–42.* | using interactive marketing techniques to raise the quality of academic services provided by universities. By TP Danko, MN Dudin, AE Gorokhova, VD Sekerin, and MN Sekerin. | Techniques used in interactive marketing have the ability to raise the standard of university curricula. Effective communication and student involvement are key components of interactive marketing. For the creation of successful marketing strategies, understanding the requirements and preferences of students is essential. The potential for interactive marketing to boost student satisfaction and loyalty exists. Involving students in the process of designing services might help meet their wants and preferences. Continuous investment in interactive | Goa University can better comprehend the needs and preferences of its stakeholders by using interactive marketing strategies. Trust and satisfaction among stakeholders and the university may both be increased through effective communication and involvement. Universities may benefit from interactive marketing to help them customise their products to the wants and preferences of their stakeholders. Stakeholder trust may be increased by improving the quality of university services via interactive |

			marketing is necessary to maintain good university-student relationships.	marketing. Working together with stakeholders may increase satisfaction and adherence.

Continuous investment in interactive marketing may help maintain strong university-stakeholder collaborations and reduce the trust gap. |

Research Gap

I. Designing alumni association

It was observed that no alumni association existed for the MBA department. This limited the networking and brand value of the organization, as well as the connection between past, present and future alumni of the institution. To overcome these hurdles and leverage the aggregate experience of alumni, we are looking into designing and implementing an alumni association.

There isn't much information available about creating and implementing alumni associations specifically for MBA programmes in the context of Goa University. Despite the existence of literature on alumni associations for higher education institutions, there is a research gap in understanding the specific needs and requirements of alumni associations for MBA programmes at Goa University. Further research is needed on the best practices for creating and implementing alumni associations for the MBA programmes at Goa University, as well as the elements that make these associations successful.

II. Effectiveness of interactions between Goa University and its stakeholders

Studies on the functioning of higher education institutions exist, but there is a research gap in understanding the impact of communication, decision making processes and stakeholder interactions between Goa University and its various stakeholders, including students, faculty, alumni, and the community. Further investigation is required to examine the underlying causes of the trust deficit.

- The particular causes of the lack of trust between Goa University's stakeholders and it are not well understood due to a lack of study.

- On the opinions and experiences of various stakeholder groups about the trust deficit.

- Further study is required to determine how trust deficiencies affect student enrolment, attitudes towards the University, and decision making outcomes within the university.

- There is a dearth of study on the importance of accountability, openness, and communication in resolving trust issues between institutions and stakeholders.

Research Questions

Research question for the research topic *"Designing an alumni association for MBA programme at Goa Business School"*

1. What are the specific needs and requirements of an alumni association for MBA programmes at Goa University?

2. What are the best practices for designing and implementing an effective alumni association for MBA programmes at Goa University?

3. What factors will contribute to the success of alumni associations for MBA programmes at Goa University?

4. What are the systemic factors leading to a lack of an Alumni Association for MBA programmes at Goa University?

Research question for the research topic *"Effectiveness of interactions between Goa University and its stakeholders"*

1. How do various stakeholder groups—including students, staff, alumni, and members of the local community—perceive the success of their interactions with Goa University, and what variables influence these perceptions?

2. What is the level of trust between Goa University and its stakeholders, including students, faculty, staff, alumni, industry, and the local community?

3. How well do Goa University's different media channels support productive interactions with stakeholders?

4. How can Goa University maximise these contacts in order to meet its objectives? What effect do successful stakeholder interactions have on the university's standing, enrolment levels, and other important performance indicators?

Research Objectives

1. Establishing an MBA Alumni Association for Goa University.
2. Understand the trust deficit between Goa University (MBA) and the Alumni.
3. To determine how trust deficiencies affect student enrolment, attitudes towards the University, and decision making outcomes within the university.

Limitations

1. This study is limited to just seven stakeholders groups i.e. current students, prospective students, alumni, parents, faculty, industry representatives and civil society. Past faculty, government, vendors and other service providers as well as affiliated colleges have not been contacted.

2. Stakeholder groups could have been further divided into their various constituent groups (e.g. students into undergrad, postgraduate and research scholars) to obtain higher resolution in information.

3. Due to time constraints, sample size is roughly ~30 per stakeholder group, which is relatively small, compared to the number of stakeholders.

4. This study relied more on self-reported data, which may be subject to response bias and social desirability bias. Participants may have provided socially desirable responses or may not have accurately recalled past events or experiences.

Methodology

I. For MBA Alumni Association

Firstly, examine the requirements and goals of the institution, MBA students, and alumni. Questions about alumni engagement, membership structure, communication avenues, events, and activities will be added to a Google Form survey. The degree of agreement or disagreement with each statement will be gauged using the Likert scale. Creating a Strategic Plan Create a strategic plan outlining the objectives, goals, and activities of the alumni association based on the information gathered. The strategy should take into account the issues brought up by MBA students and alumni.

Execution and Implementation: Create a team to carry out the strategic plan and manage the alumni association's daily operations. Make sure the plan follows the procedures and its mission, vision and stays committed to its goals and objectives.

II. Effectiveness of interactions between Goa University and its stakeholders

A quantitative research design will be used as the research approach for the study on the efficacy of interactions between Goa University and its stakeholders. This study's main goal is to evaluate how stakeholders view their interactions with the university and pinpoint opportunities for improvement.

Students at Goa University, prospective students, their parents, alumni, staff, business leaders, and members of civil society make up the demographic to be polled. To choose people who have interacted with the university, a purposive sample technique will be utilised. To guarantee that each group of stakeholders is represented in the sample, stratified sampling must be used.

300-350 people make up the study's sample size. Questionnaires will be used to collect data, and Google Forms will be used to distribute them. The purpose of the questionnaires is to gather information on stakeholders' opinions of their contacts with the university, including their satisfaction with the university's channels for communication, chances for engagement, and general   satisfaction.

Utilising statistical techniques, the data gathered through the questionnaires will be examined. The data will be summarised using descriptive statistics, and the hypotheses will be tested using inferential statistics. Based on the study's goals and research questions, hypotheses will be developed.

Project 1: Designing an alumni association for MBA programme at Goa Business

During my internship at Goa Business School, one of my projects was to design the alumni association for the MBA program. The purpose of this project was to create a platform for alumni to connect, network, and share experiences with each other, as well as to establish a sense of community among graduates of the MBA program.

Vision Statement

To cultivate an alumni community that is enthusiastic about its connection to our organisation and committed to its development and success.

Mission Statement

Our mission is to create a robust alumni network that fosters long-lasting relationships and provides opportunities for personal and professional growth. We seek to advance the ideals and goals of our organisation while leveraging the collective knowledge and abilities of our graduates to effect positive change in our communities and beyond.

Objectives

- Build an active alumni community that participates in events, programmes, and activities.
- To promote a sense of belonging and continuity, foster meaningful ties amongst alumni, current students, faculty, and staff.

- Mentorship, networking, and skill-building programmes should be used to provide possibilities for professional growth and career success.

- Support our organization's mission and goals by promoting its principles, accomplishments, and impact.

- Contribute to the community through volunteerism, philanthropy, and civic engagement programmes.

- Retain accurate and up-to-date alumni records to allow connection and interaction.

- Ensure the alumni association's long-term viability and growth through strong governance, financial management, and strategic planning.

Process

To start with, I interacted with the Chemistry Department of Goa University to obtain information about their alumni association, as a reference to design the MBA alumni association. However, the process of getting approvals from the department was slow, which delayed the progress of the project. Therefore, I decided to seek information from other college alumni associations and use it as a reference to design the MBA alumni association.

After collecting the necessary information, I drafted rules and regulations for the MBA alumni association. These rules were framed in consultation with Prof. Nilesh Borde, who provided guidance and feedback on the structure of the association. Once the draft was prepared, it was shown to the alumni, who were content with the rules and regulations.

After receiving approval from the alumni, an informal meeting was conducted with like-minded alumni to discuss the main objectives for the formation of the association. During this meeting, it was decided to get more alumni on board and to have the association registered for smooth functioning and more transparency.

Proposed Rules and Regulations of MBA, Goa Business School

1. Name of the Society: "GU MBA ALUMNI ASSOCIATION

2. Address of the Society: 201 Alto Dabolim, Mormugao

3. Area of operation: Goa

4. The Financial year. - 1st April to 31st March of every year

5. Membership:

   a) The Individuals who have completed eighteen years of age and who fulfil the below-mentioned criteria are eligible to be Members of this Civil Society.

   b) The person should have been a bonafide student of the Institution having completed the MBA program.

   c) The proposal to be a member shall be submitted through the office of the General Secretary, seconded by any one of the members of this Society which shall then be approved by the Managing Committee at its meeting.

6. Membership subscriptions:

   a) The admission fees will be Rs 300/- (Rupees Three Hundred Only) at the time of admission and will be entitled to cast the vote.

   b) Patrons shall have to pay a lifetime fee of Rs 5000/- (Rupees Five Thousand Only)

7. Types of membership

   I. **General member**: Any Volunteer joining this society after one month of its registration shall be called a 'General Member.

II.   **Patrons**: Any persons called upon by the society's Managing Committee for their expertise, experience, etc. in their respective fields to help guide and advise the members shall be called "Patrons".

8.   Cancellation of Membership

I.   Termination of membership shall be done under the following circumstances.

a)   On the death of the member.

b)   If the member is convicted by any court of law for offenses involving moral turpitude.

c)   Voluntary written resignation letter.

d)   Misconduct as per laws enforced in the Societies Registration Act 1860 and rules of this Society

e)   Any act done against the interest of the society.

II.   The approval of the resignation of the member shall be at the discretion of the Managing Committee.

9.   General Body Meeting and their right: -

I.   The General Body meeting includes the meeting of all the valid members for a year under the register book of the Society.

II.   Matters related to the constitution of this society, budgetary associations, amendments, and such major decisions shall be resolute in this meeting

III.   To do amendments to the rules and regulations of the society with the majority of 2/3 members wherever need to be and required.

IV.   General Body meeting will be held once a year in July.

10. Quorum and Notice

    I.   The notice of the General Body meeting shall be put to notice 15 days prior to the day of the actual meeting to all the members through any of the easiest and most convenient means of communication.

    II.   The notice of the general body meeting shall be served by means of email and displaying the same on the notice board of the office of the association.

    III.   1/3 of the majority members are required to fulfill the Quorum.

    IV.   If the quorum is not formed at the time fixed of the meeting, it shall be held after adjourning the same for an hour with the members present.

11. Special/Extra Ordinary Meeting: -

If an Extra Ordinary meeting is called in urgency, a notice shall be served 24 hours prior to the time, date, place, and agenda fixed.

12. Members of the Managing Committee and its Composition: -

The managing committee of the society shall consist of 9+16 members consisting of the following posts: -

    a)   Chairman: The Programme Coordinator of the MBA course shall be appointed Ex Officio Chairman of the Association.

    b)   Vice Chairman: A Faculty of the Institution shall be appointed Ex Officio Chairman of the Association.

    c)   President

    d)   Vice-President

e) Jt. Vice-President

f) General Secretary

g) Jt. General Secretary

h) Treasurer: Shall ordinarily be a member of the staff of the Institution

i) Jt. Treasurer: Co-Opted members shall be elected by the valid members.

13. Tenure of the Managing Committee and procedure of election: -

   I.   The Tenure of Managing Committee shall be of three years. In case of electing the new managing committee, the general body shall elect the new committee by means of secret ballot.

   II. In case a member of a committee resigns or expires front his office, the same shall be filled by the managing committee by means of co-option amongst the other eligible members.

   III. Whereas the list of eligible members shall be confirmed, finalized and displayed on the notice board of the society one month prior to the commencement of the procedure of election.

14. Functions of Managing committee: -

   I.   To conduct various meetings, prepare agendas; manage affairs to achieve the objectives and requirements of the society.

   II. To supervise and manage the affairs of society.

III.   To put up the issues of public-spirited nature and other social economic, environmental, and other such issues touching the public life before the court of law and other democratic forums for the cause of justice.

IV.   To work out projects, plans, public meetings, and all such programmes for attaining the objectives of the society in the best interest of the state of Goa.

V.   To assist, provide data, suggest, give opinions, present or assist in presenting a bill in Parliament of India and Goa Legislative Assembly or any other Local Civic Bodies and work out in helping hands or in protest with various agencies and machineries of the governments. Forums press and media in the matters of public policies for its best interest.

VI.   To conduct various and manage programs and policies for the upliftment and creation of opportunities for youths, weaker sections of the Goan society, students, women, the aged, etc.

VII.   To appoint various committees and other associated wings under this par elite society like that of Youth Goa Forum, Women Forum, and Student Forum etc for the achievement of the objects in the best possible convenient means and manner.

VIII.   To appoint various panels, spokespersons, attorneys, coordinators, Government in aid cell, legal teams, other expert teams, investigation teams, etc. as would be required for the effective working and carrying of the objects of the society in the best democratic manner.

IX.   Generating funds through various democratic and legal means required for the working of society.

X.   Generating leads and assisting students in providing campus placements for the MBA students

XI. The role of the office bearers will be as follows: -

a) **President:**

i. To be head of the managing Committee and hence to preside and manage the meetings and managing committee.

ii. To control the overall functions of the Society.

iii. To permit urgent and necessary base standing instructions to his members of the committee for carrying out the objectives of the society effectively.

iv. To function all such residuary powers of the society.

v. To motivate, lead, promote, inspire, and captain etc its members for the best outcome of society.

b) **Vice-President**

i. To hold the charge and duties as president in the absence of the President.

ii. To assist the President.

c) **General Secretary**

i. To call the meetings of the managing committee, General body meeting, and special Body meeting in consultation with the President in writing.

ii. To implement the decision sanctioned by the managing committee and general body meeting.

iii. To keep the membership, register and look after all the judicial work of the Society and get the audit done.

iv. To look after the property of the association and to help at the time of difficulties.

v. To record the proceedings and maintain the minute books and other registers of the association.

vi.   To execute the resolution adopted by the general body as well as the managing committee of the association.

vii.   And to manage all such official works of the Society.

viii.   The Joint Secretary shall be functioning jointly with the Secretary.

d) Treasurer

i.   To look after the all financial matters of society.

ii.   To prepare an annual budget and get it sanctioned for the president managing committee and general body meeting.

iii.   To collect the membership fee, gift, and donations, and to submit their receipts to the secretary regularly.

iv.   To look after and control the transaction of the finance of the Society

v.   To help the secretary to get the audit of the association done.

vi.   The Joint Treasurer shall be functioning jointly with its treasurer.

e) Executive members Of the Managing Committee

i.   To bring and gather research, opinions, data, plans, policies, ideas of various fields, recommendations and other such inputs and executive functions of gathering information to place the shrine in the meetings for approvals and decision making.

ii.   To put up other public issues in the meetings for approvals of resolutions and other affairs

15. Meeting of the Managing Committee:

I.   The meeting of the Managing Committee shall be twice a year.

II.   If five members of the managing committee demanded the meeting in writing, President shall call the meeting within fifteen days.

III. As per the need and urgency, the General Secretary shall call the meeting of the managing committee. If 1/3 of the majority of the members requested to call the meeting in such a situation the secretary will call the meeting of the managing committee within seven days with the prior permission of the president, such a meeting will be compulsory.

IV. The notice of the meeting shall be served to the members seven days or as per the discretion of the General Secretary or President in urgency before the scheduled meeting. A 2/3 majority is required to fulfill the quorum.

16. Election

I. The Managing Committee election will be held once in three years in the Annual general body meeting. The election will be done by secret voting. Only valid members will be eligible to contest elections and vote.

II. The secretary and the president shall appoint a returning officer one month prior to the expiry of the tenure of the committee and the returning officer shall have all the powers to conduct elections and their process in the best democratic principles. The Returning member shall be a respected member and citizen of India rind shall not be a member of this society.

17. Vacancies in the Managing Committee (Co-option)

If at any time a vacancy is created in the managing committee, the managing committee shall have the power to make a necessary arrangement by co-opting a member from the general body for the remaining period, provided that any such vacancy occurs in the managing committee.

18. Funds

    I.   General

        a) Funds shall be raised by way of contributions, donations, sponsors, gratuities, gifts by way of trust, etc.

        b) Fees collected from the members.

        c) Gifts or donations either in cash or by any other form.

        d) Government grants.

        e) Through various programs where funds could be raised.

    II.   Expenditure as per the objectives (as per percentage)

        a) The Managing committee will decide the annual budget of the association and how to do the expenditure in percentage.

        b) Infrastructure, Property Purchase, and Sale of the Society.

        c) The Association has the right to purchase the essential property or to sell the unessential property with the resolution of the general body.

19. Investment

Funds of the society shall be invested in the mode specified under the provisions of Section 13(1) (d) read with Section 11(15) of the Income Tax Act. 1961 as amended from time to time.

20. Book of Accounts

All the accounts of the society shall be maintained regularly. The accounts shall be audited by a Chartered Accountant. Every year the accounts shall be closed on 31st March.

21. Utilisation of funds

The benefits of the society shall be given to all irrespective of caste, creed, race, or religion. The Funds and the income of the society shall be solely utilized for the achievements of its objects and no portion shall be utilized for payments to the members by way of interest and dividends.

22. Bank account

The Bank account will be opened in any nationalized or cooperative bank and will be jointly opened by President, General Secretary, and Treasurer and the same shall be operated by all three authorized signatories to the account.

23. Amendments

No amendments to the memorandum of the association/ Rules and Regulations will be made, which may prove to be repugnant to the provision of sections 2(15),11,12 and 13, and 80 G of the Income Tax Act, 1961, as amended from time to time. Further, no amendment will be carried out without the prior approval of the Commission of Income Tax. The above bye-laws of the society shall be repealed, altered, or rescinded by 3/4th majority of the members present at the annual general body meeting and in the confirmatory of society registration act, 1860.

24. Dissolution of the association

In the event of the dissolution or winding up of the society the assets remaining as of the date of dissolution will under no circumstances be distributed among the members of the Managing Committee. Government Body but the same shall be transferred to another society whose objects are like those of this society and which is duly registered under societies registration act and enjoys recognition under section 80G of the Income Tax Act, 1961 as amended from time to time.

A special notice should be given, and the General Body Meeting has to be called minimum $3/5^{th}$ members of the total members must vote in favour of the motion for the society to be dissolved keeping in view provisions the societies registration act, 1860.

Results

The final outcome of the project was the formation of a comprehensive set of rules and regulations for the MBA alumni association. The rules included provisions for membership, governance, and activities of the association. Additionally, the meeting minutes were attached in the annexure, which provided a record of the discussion held during the informal meeting.

Conclusion

Designing the MBA alumni association was not an easy task. The process involved interacting with various departments, collecting information from different sources, drafting rules and regulations, and conducting meetings with alumni. However, the project was successfully completed, and a strong foundation was laid for the MBA alumni association. The association would provide a platform for alumni to connect, network, and share experiences, which would benefit the alumni and the institution as a whole.

Project 2: A Study on effectiveness on interaction between Goa University and its stakeholders

The research study on the 'Effectiveness of interactions between Goa University and its stakeholders' aims to examine the relationship between Goa University and its stakeholders, which include students, parents, prospective students, alumni, society, staff, and industry representatives. The study aims to analyze the effectiveness of interactions between the university and its stakeholders and identify areas for improvement. By examining the impact of various factors such as awareness, transparency, accessibility, and strategic advantage on stakeholder recommendations, the study aims to provide insights into the nature and strength of the relationship between Goa University and its stakeholders. The findings of the study can inform effective decision-making and help Goa University to improve its interactions with stakeholders and achieve its goals more effectively.

Data Analysis and Interpretations

Regression table

Regression analysis is used to model the relationship between one or more independent variables and a dependent variable. Here in this case we have checked the relationship between the various independent variables such as awareness, transparency, accessibility and strategic advantage along with the dependent variable – recommendations to Goa University. It is used to predict future outcomes, examine causal relationships, analyze trends, and detect outliers. It is a versatile and powerful tool for analyzing data and making predictions, allowing for insights into complex relationships between variables and informed decision-making based on those insights.

SUMMARY

OUTPUT

Regression Statistics	
Multiple R	0.649847
R Square	0.422301
Adjusted	
R Square	0.415169
Standard	
Error	0.9767
Observatio	
ns	329

ANOVA

	df	SS	MS	F	Significance F
Regression	4	225.9376	56.48441	59.21151	1.73E-37
Residual	324	309.0776	0.953943		
Total	328	535.0152			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-1.52689	0.466446	-3.273466	0.001177	-2.44454	-0.60925	-2.444454	-0.60925
Awareness	0.014726	0.006397	2.301861	0.021977	0.00214	0.027311	0.0021444	0.027311
Transparency	0.050785	0.018755	2.707835	0.007132	0.013888	0.087682	0.0138888	0.087682
Accessibility	0.120114	0.017258	6.959801	1.9E-11	0.086162	0.154066	0.086162	0.154066

								-
Strategic		0.0052	1.8683	0.0626		0.0201	0.0005	0.0201
Advantage	0.009818	55	74	12	-0.00052	56	2	56

Null hypothesis = There is no significance relationship between the recommendations and awareness, transparency, accessibility and strategic advantage.

The regression table shows the results of a multiple regression analysis with four independent variables (Awareness, Transparency, Accessibility, and Strategic Advantage) and one dependent variable. The multiple R value of 0.649 indicates a moderate positive correlation between the independent variables and the dependent variable. The R-square value of 0.422 suggests that approximately 42.2% of the variation in the dependent variable can be explained by the independent variables.

The ANOVA table shows that the regression model is statistically significant ($p < 0.001$), indicating that at least one of the independent variables is a significant predictor of the dependent variable. The coefficients table shows the estimated regression coefficients for each independent variable.

The intercept value (-1.526) indicates the predicted value of the dependent variable when all independent variables are equal to zero. The coefficient values for Awareness (0.015), Transparency (0.051), Accessibility (0.120), and Strategic Advantage (0.010) indicate the amount of change in the dependent variable associated with a one-unit increase in the respective independent variable, holding all other variables constant.

The p-values associated with each coefficient indicate the statistical significance of the relationship between each independent variable and the dependent variable. The p-values for Awareness, Transparency, and Accessibility are all less than 0.01, indicating that these variables are statistically significant predictors of the dependent variable. The p-value for Strategic Advantage is 0.063, which is greater than 0.05, suggesting that this variable is not a statistically significant predictor of the dependent variable at the 95% confidence level.

Based on the regression table, we can conclude that the independent variables of Awareness, Transparency, and Accessibility are statistically significant predictors of the effectiveness of interactions between Goa University and its stakeholders. This means that an increase in these variables is associated with an increase in the effectiveness of interactions. On the other hand, Strategic Advantage is not a statistically significant predictor of the effectiveness of interactions at the 95% confidence level. But it is significant at 90 % confidence level.

To improve the effectiveness of interactions with stakeholders, the university could focus on increasing awareness of its programs, improving transparency in its decision-making processes, and enhancing accessibility of its services. These could be achieved through various means such as targeted communication campaigns, regular stakeholder consultations, and the development of user-friendly interfaces and systems.

Anova

Analysis of Variance (ANOVA) is a statistical method used to compare the means of two or more groups of data and is commonly used in research studies to determine whether there are any significant differences between groups based on a particular variable. In the case of the research

topic of the effectiveness of interactions between Goa University and stakeholders, ANOVA can be used to test the impact of independent variables, such as awareness, transparency, accessibility, and strategic advantage, on the recommendations made by stakeholders. ANOVA is a powerful tool that can provide valuable insights into the factors that influence stakeholder recommendations and help identify areas for improvement in interactions between Goa University and stakeholders.

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Awareness Student	123	9505	77.27642	63.02132
Awareness staff	35	2269	64.82857	13.96975
Awareness parent	31	2101	67.77419	47.44731
Awareness alumni	44	3181	72.29545	51.18975
Awareness Prospective student	45	3696	82.13333	73.11818
Awareness society	37	2580	69.72973	78.53604
Awareness Industry	14	1030	73.57143	29.49451

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit

					3.02E-	
Between Groups	9247.145	6	1541.191	27.24316	26	2.126772
Within Groups	18216.08	322	56.57167			
Total	27463.22	328				

Null hypothesis = There is no significance difference between the Awareness between students, staff, prospective students, alumni, industry representatives, society and parents.

Based on the ANOVA table, the P-value for the "Between Groups" factor is 3.01987E-26, which is less than the standard significance level of 0.05. This indicates that there is a significant difference between the means of at least two groups.

The F-value for this factor is 27.24315517, which is greater than the critical value of 2.126771701 at the 0.05 significance level. This further supports the conclusion that there is a significant difference between the means of at least two groups. This suggests that the level of awareness of Goa University varies significantly across its stakeholders.

That means that the groups variance differ from each other when it comes to awareness among them.

In light of these findings, it is recommended that Goa University conduct targeted awareness campaigns for each stakeholder group to improve their knowledge about the university and its offerings. This could include hosting campus visits, information sessions, and social media campaigns tailored to the specific needs and interests of each group.

Additionally, the university could consider conducting follow-up surveys to track changes in awareness levels over time and to assess the effectiveness of its outreach efforts.

Transparency

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Transparency student	123	2220	18.04878	9.095962
transparency staff	35	783	22.37143	18.41681
transparency parent	31	510	16.45161	20.18925
Transparency Alumni	44	624	14.18182	10.33827
Transparency Prospective student	45	863	19.17778	7.467677
Transparency society	37	584	15.78378	9.563063
Transparency industry	14	198	14.14286	5.516484

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit

					4.64E-	
Between Groups	1777.762	6	296.2936	27.02227	26	2.126772
Within Groups	3530.664	322	10.96479			
Total	5308.426	328				

Null hypothesis = There is no significance difference between the Transparency between students, staff, prospective students, alumni, industry representatives, society and parents.

The ANOVA table for the variable "transparency" shows a significant difference between the groups with a p-value of 4.64013E-26 and an F value of 27.02226531. This indicates that the level of transparency perceived by different stakeholders is significantly different.

This highlights the need for the university to focus on improving its transparency with all its stakeholders to promote trust and better communication.

This could include measures such as providing more information about decision-making processes, being more open about the university's mission and goals, and actively seeking feedback from stakeholders. Improved transparency can help build trust and foster more productive relationships between the university and its stakeholders.

It is recommended that the university conduct regular surveys and feedback sessions with its stakeholders to understand their expectations and work towards meeting them. The university can also make efforts to improve transparency by sharing information on its policies, procedures, and decision-making processes through various channels such as newsletters, websites, and social media platforms. They could also be clear with their notices and have more interactions with its stakeholders.

Accessibility

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Accessibility student	123	2314	18.81301	16.92376
accessibility staff	35	800	22.85714	16.18487
Accessibility Parent	31	522	16.83871	23.13978
Accessibility alumni	44	811	18.43182	20.25106
Accessibility prospective student	45	924	20.53333	17.70909
Accessibility society	37	559	15.10811	15.15465
Accessibility Industry	14	210	15	18.46154

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1536.809	6	256.1348	14.35668	1.64E-14	2.126772
Within Groups	5744.741	322	17.84081			
Total	7281.55	328				

Null hypothesis = There is no significance difference between the Accessibility between students, staff, prospective students, alumni, industry representatives, society and parents.

The ANOVA table for the variable "accessibility" shows a significant difference between the groups with a p-value of 1.63684E-14 and an F value of 14.35667725. This indicates that the level of accessibility perceived by different stakeholders is significantly different.

Based on these results, it is recommended that Goa University should assess the accessibility of its services to different stakeholder groups and make improvements accordingly. This could involve providing more resources or information to certain groups, or improving communication channels to ensure that all stakeholders can access the university's services equally. They should provide ore access to research projects and other information should be timely manner.

Goa University should be responsive to the needs and demands of students and its stakeholders and should be more connected with the alumni and its stakeholders. Additionally, regular evaluations of accessibility should be conducted to ensure that improvements are effective and sustainable over time.

Strategic Advantage

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance

		415		54.2842
Strategic advantage student	123	2	33.7561	9
			27.9428	37.9966
Strategic advantage staff	35	978	6	4
			14.1290	16.1161
Strategic advantage parent	31	438	3	3
		108	24.5909	22.4799
Strategic advantage alumni	44	2	1	2
Strategiv advantage Prospective students			14.2222	6.17676
	45	640	2	8
			11.0270	6.80480
Strategic advantage Society	37	408	3	5
			42.7857	101.873
Strategic advantage industry	14	599	1	6

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
	30268.4		5044.74	144.961	2.22E-	2.12677
Between Groups	5	6	1	3	88	2
			34.8006			
Within Groups	11205.8	322	1			

	41474.2	
Total	4	328

Null hypothesis = There is no significance difference between the Strategic advantage between students, staff, prospective students, alumni, industry representatives, society and parents.

The ANOVA table for the variable "strategic advantage" shows a highly significant difference between the groups with a p-value of 2.22346E-88 and an F value of 144.9612782. This indicates that the perceived level of strategic advantage differs significantly among the different stakeholder groups.

Based on these findings, it is recommended that the university takes steps to enhance its strategic advantage in order to meet the expectations of its stakeholders. The university should ensure ethical practice at the campus. There should be collaborations of various schools and courses at the campus too. Alumni should be involved with the university. Industry should be kept in the loop in designing the curriculum and syllabus for the students, moreover, they could invite industry experts to deliver lectures too. In short, the university should provide adequate resources to the students to be employable.

The university should develop more effective communication strategies to keep stakeholders informed about the university's strategic plans, as well as improve the overall quality of education and research programs to stay ahead of the competition.

T-test

T-test is a statistical method used to compare the means of two groups of data and determine if there is a significant difference between them. In the context of the research topic of the effectiveness of interactions between Goa University and stakeholders, T-test can be used to compare the mean recommendations of different stakeholder groups, such as students, parents, prospective students, alumni, society, staff, and industry representatives. By using T-test, you can determine if there are any significant differences in the recommendations made by these groups, which can provide valuable insights into the effectiveness of interactions between Goa University and stakeholders.

t-Test: Two-Sample Assuming Unequal Variances	t Stat	$P(T<=t)$ one-tail	$P(T<=t)$ two-tail
Awareness Student vs Awarenss staff	13.03812	3.57E-25	7.13E-25
Awareness Student vs Awarenss parent	6.648124	9.01E-09	1.8E-08
Awareness Student vs Awarenss Alumni	3.847745	0.000116	0.000232
Awareness Student vs Awarenss Prospective student	-3.32228	0.000699	0.001397
Awarenss Student vs Awareness society	4.649105	1.07E-05	2.13E-05
Awareness Student vs Awareness Industry	2.289338	0.016535	0.03307
Awareness staff vs Awareness parent	-2.12047	0.019756	0.039512
Awareness staff vs Awareness alumni	-5.97343	4.73E-08	9.46E-08
Awareness staff vs Prospective student	-12.1636	1.74E-18	3.48E-18
Awareness staff vs awareness society	-3.08638	0.001665	0.003329

Awareness staff vs awareness industry	-5.52297	1.52E-05	3.04E-05
Awareness parent vs Awareness alumni	-2.75463	0.003793	0.007585
Awareness parent vs awareness industry	-3.0397	0.002346	0.004693
Awareness parent vs awareness society	-1.02313	0.15499	0.309981
Awareness parent vs awareness prospective students	-8.08352	5.35E-12	1.07E-11
Awareness alumni vs Awareness prospective students	-5.89163	3.73E-08	7.46E-08
Awareness alumni vs awareness scoiety	1.415391	0.080726	0.161452
Awareness alumni vs Awareness industry	-0.7056	0.243034	0.486067
Awareness Prospective students v Awareness society	6.407377	5.61E-09	1.12E-08
Awareness prospective students vs Awareness industry	4.432236	4.4E-05	8.79E-05
Awareness society vs awareness industry	-1.86804	0.034741	0.069482

Null hypothesis = There is no significance difference between the Awareness between students, staff, prospective students, alumni, industry representatives, society and parents.

This appears to be a table showing the results of a t-test for various pairs of groups. The test assumes unequal variances between the groups. The table shows the t-statistic, the one-tailed p-value, and the two-tailed p-value for each comparison. The groups being compared are "Awareness Student," "Awareness Staff," "Awareness Parent," "Awareness Alumni," "Awareness Prospective Student," "Awareness Society," and "Awareness Industry."

The results indicate that there are significant differences between many of the groups. For example, there is a significant difference in awareness levels between students and staff, with students having higher levels of awareness. There is also a significant difference in awareness levels between staff and alumni, with alumni having lower levels of awareness. Additionally, there are

significant differences in awareness levels between parents and prospective students, with prospective students having higher levels of awareness.

Based on the t-test results, we can conclude that there are significant differences in awareness levels between various groups of stakeholders at Goa University. Specifically, students are more aware of the university's activities and initiatives compared to staff, parents, alumni, prospective students, society, and industry.

Additionally, staff members are less aware of the university's activities and initiatives compared to alumni, prospective students, society, and industry. Parental awareness is also lower than that of alumni and prospective students.

Furthermore, alumni and prospective students are more aware of the university's activities and initiatives compared to society and industry, while there is no significant difference between alumni and society.

Based on these findings, we recommend that Goa University takes steps to improve communication and engagement with staff members and parents, as they appear to be less aware of the university's activities and initiatives. Additionally, efforts should be made to increase awareness among society and industry stakeholders.

Finally, the university should continue to engage with alumni and prospective students, as they appear to be more aware of the university's activities and initiatives compared to other groups. These stakeholders can be valuable ambassadors for the university and help to promote its brand and reputation.

T-test transparency

t-Test: Two-Sample Assuming Unequal Variances	t Stat	P(T<=t) one-tail	P(T<=t) two-tail
	-		
Transparency student vs transparency staff	5.579838699	6.96645E-07	1.39329E-06
Transparency student vs transparency parents	1.875497607	0.034316121	0.068632242
transparency student vs Transparency alumni	6.957494883	6.61928E-10	1.32386E-09
Transparency students vs transparency prospective students	-2.305039793	0.011786322	0.023572643
Transparency students vs Transparency society	3.928521924	0.000114973	0.000229945
Transparency Students vs Transparency industry	5.709624445	1.02683E-05	2.05367E-05
Transparency staff vs Transparency parent	5.45550561	4.52698E-07	9.05397E-07
Transparency staff vs Transparency alumni	9.386996736	9.46553E-14	1.89311E-13
Transparency staff vs Transparency prospective student	3.838747604	0.000160794	0.000321587
Transparency staff vs Transparency society	7.436877412	1.87936E-10	3.75871E-10
Transparency staff vs transparency industry	8.577811183	4.43693E-11	8.87386E-11
Transparency parent vs Transparency alumni	2.411094214	0.009772785	0.01954557
transparency parents vs transparency prospective students	-3.015672034	0.002102778	0.004205555
transparency parent vs Transparency society	0.700180095	0.243467898	0.486935796
Transparency parent vs Transparency industry	2.258173968	0.014595115	0.02919023

Transparency Alumni vs Transparency prospective student	- 7.890345666	5.02494E-12	1.00499E-11
Transparency Alumni vs Transparency society	- 2.280573302	0.012652017	0.025304035
Transparency Alumni vs transparency industry	0.049125489	0.48057245	0.9611449
Transparency prospective student vs Transparency society	5.209769423	8.4272E-07	1.68544E-06
Transparency prospective students vs tranparency industry	6.728298379	2.36704E-07	4.73408E-07
Transparency society vs transparency industry	2.031422876	0.02543026	0.050860519

Null hypothesis = There is no significance difference between the Transparency between students, staff, prospective students, alumni, industry representatives, society and parents.

Based on the results, it appears that there are significant differences in transparency ratings between certain groups. For example, there is a significant difference in transparency ratings between students and staff ($t = -5.58$, $p < 0.001$), between staff and alumni ($t = 9.39$, $p < 0.001$), and between staff and industry ($t = 8.58$, $p < 0.001$).

However, there are also some comparisons where there is no significant difference in transparency ratings between groups, such as between parents and society ($t = 0.70$, $p = 0.49$) or between alumni and industry ($t = 0.05$, $p = 0.96$).

In particular, transparency levels of students differ significantly from staff, parents, alumni, prospective students, society, and industry. Staff, alumni, prospective students, society, and

industry also differ significantly in their transparency levels compared to parents. Additionally, transparency levels of alumni differ significantly from prospective students and society.

Transparency was perceived significantly higher by students compared to staff, parents, and alumni. On the other hand, transparency was perceived significantly higher by staff compared to prospective students, society, and industry.

These findings suggest that there may be a need for Goa University to adopt tailored communication strategies to engage with different stakeholder groups regarding transparency issues. For instance, efforts could be made to improve transparency perceptions among parents and industry stakeholders, who appear to have lower transparency perceptions than other groups.

To improve transparency, the university could consider providing more open communication channels and regularly sharing information on university activities and decision-making processes. Additionally, efforts should be made to address the concerns and expectations of stakeholders in order to build trust and foster positive relationships.

T-test accessibility

T-Test	t Stat	P(T<=t) one-tail	P(T<=t) two-tail
Accessibility students vs accessibility staff	-5.220883497	1.35048E-06	2.70096E-06
Accessibility students vs accessibility parent	2.09979921	0.020896805	0.041793609
Accessibility students vs accessibility alumni	0.493001127	0.311777412	0.623554823

Accessibility students vs Accessibility prospective students	-2.360540147	0.010390025	0.02078005
Accessibility students vs accessibility society	5.008557231	2.41873E-06	4.83745E-06
Accessibility students vs accessibility industry	3.159703624	0.003035157	0.006070314
Accessibility staff vs accessibility parents	5.473860266	4.73506E-07	9.47012E-07
Accessibility staff vs accessibility alumni	4.60702389	8.06985E-06	1.61397E-05
Accessibility staff vs accessibility prospective students	2.51173438	0.007082376	0.014164751
Accessibility staff vs accessibilty society	8.298255801	2.84625E-12	5.69249E-12
accessibility staff vs accessibility industry	5.887348316	2.6588E-06	5.31761E-06
Accessibility parent vs accessibility alumni	-1.450261855	0.076012929	0.152025858
Accessibility parents vs accessibility prospective students	-3.460362405	0.000504409	0.001008818
Accessibility parent vs accessibilit society	1.609579947	0.05645977	0.112919541
Accessibility parent vs accessibility industry	1.279498807	0.105611373	0.211222746
Accessibility Alumni vs Prospective students	-2.274352861	0.012716851	0.025433702
Accessibility alumni vs accessibility society	3.563725996	0.00031189	0.000623781
Accessibility alumni vs accessibility industry	2.573028057	0.008502173	0.017004345
Accessibility prospective students vs accessibility society	6.053790474	2.24715E-08	4.4943E-08

Accessibility prospective students vs accessibility industry	4.228705811	0.000188021	0.000376042
Accessibility society vs accessibility industry	0.082234281	0.467602011	0.935204022

Null hypothesis = There is no significance difference between the Accessibility between students, staff, prospective students, alumni, industry representatives, society and parents.

The results show that there are significant differences in the mean scores of most groups on accessibility. Students have significantly lower scores on accessibility compared to staff, parents, society, and industry. Staff has significantly higher scores than parents, alumni, and prospective students. Parents have significantly lower scores than staff, society, and industry. Alumni have significantly lower scores than society and industry. Prospective students have significantly lower scores than society and industry.

The strongest differences were found between the perceptions of accessibility held by the university staff and prospective students, as well as between the perceptions of accessibility held by the university staff and society. In both cases, the differences were statistically significant with a p-value less than 0.05, indicating that these differences are unlikely to be due to chance. On the other hand, there were no significant differences in the perceptions of accessibility between the alumni and prospective students, as well as between the perceptions of accessibility held by parents and society.

Based on these results, it is recommended that efforts be made to improve accessibility for all groups, especially students, alumni, and prospective students who have lower scores. It is also

important to identify the specific areas in which accessibility is lacking and develop targeted interventions to address them.

Goa University should focus on improving interactions with prospective students and society in order to improve perceptions of accessibility. The university should also consider developing targeted strategies for engaging with these stakeholder groups, as well as monitoring and evaluating the effectiveness of these strategies over time.

It is important for Goa University to maintain open lines of communication with all stakeholder groups to ensure that their needs and concerns are being heard and addressed appropriately.

T-test strategic advantage

t-Test: Two-Sample Assuming Unequal Variances	t Stat	P(T<=t) one-tail	P(T<=t) two-tail
Strategic advantage student vs Strategic advantage staff	4.70441169	7.02162E-06	1.40432E-05
Strategic advantage student vs Strategic advantage Parent	20.01916913	1.26868E-34	2.53736E-34
Strategic advantage student vs Strategic advantage alumni	9.392204596	2.75457E-16	5.50914E-16

Strategic advantage student vs Strategic advantage prospective student	25.68030995	7.88841E-60	1.57768E-59
Strategic advantage student vs Strategic advantage society	28.74452046	4.45949E-64	8.91897E-64
Strategic advantage student vs Strategic advantage Industry	-3.250246318	0.002690295	0.00538059
Strategic advantage staff vs Strategic advantage Parent	10.90208809	4.57981E-16	9.15962E-16
Strategic advantage staff vs Strategic advantage alumni	2.652829638	0.005044289	0.010088577
Strategic advantage staff vs Strategic advantage prospective student	12.40744423	4.20392E-16	8.40784E-16
Strategic advantage staff vs Strategic advantage society	15.01313907	1.9361E-19	3.8722E-19
Strategic advantage staff vs Strategic advantage Industry	-5.132801673	4.15367E-05	8.30733E-05
Strategic advantage Parent vs Strategic advantage alumni	-10.30448109	5.65747E-16	1.13149E-15
Strategic advantage Parent vs Strategic advantage prospective student	-0.114958557	0.454489159	0.908978318
Strategic advantage Parent vs Strategic advantage society	3.697612177	0.000270532	0.000541064

Strategic advantage Parent vs Strategic advantage Industry	-10.2629997	1.77367E-08	3.54733E-08
Strategic advantage alumni vs Strategic advantage prospective student	12.87892875	7.45615E-20	1.49123E-19
Strategic advantage alumni vs Strategic advantage society	5.27224954	28605E-25	5721E-25
Strategic advantage alumni vs Strategic advantage Industry	519972107	84428E-06	68856E-06
Strategic advantage prospective student vs Strategic advantage society	43863E-07	43863E-07	87726E-07
Strategic advantage prospective student vs Strategic advantage Industry	0.49026602	14846E-08	02969E-07
Strategic advantage society vs Strategic advantage Industry	1.627213	00484E-09	40097E-08

Null hypothesis = There is no significance difference between the strategic advantage between students, staff, prospective students, alumni, industry representatives, society and parents.

In this case, we can see that for all comparisons except for one ("Strategic advantage student vs Strategic advantage Industry"), the p-values are less than 0.05, which is typically used as a threshold for statistical significance. This suggests that there are significant differences between the means of the two groups being compared.

For example, the "Strategic advantage student vs Strategic advantage parent" comparison has a very small p-value of 2.53736E-34, indicating strong evidence that the means of these two groups are different. The t-statistic of 20.01916913 suggests that the mean for "Strategic advantage student" is much higher than the mean for "Strategic advantage parent".

Similarly, the "Strategic advantage student vs Strategic advantage society" comparison has a very small p-value of 8.91897E-64, indicating strong evidence that the means of these two groups are different. The t-statistic of 28.74452046 suggests that the mean for "Strategic advantage student" is much higher than the mean for "Strategic advantage society".

On the other hand, the "Strategic advantage student vs Strategic advantage Industry" comparison has a p-value of 0.00538059, which is smaller than 0.05, suggesting that there is evidence of a difference between the two groups, but it is not as strong as in the other comparisons. The negative t-statistic (-3.250246318) suggests that the mean for "Strategic advantage student" is lower than the mean for "Strategic advantage Industry".

The t-test results suggest that there are significant differences between the means of most pairs of groups being compared.

These findings suggest that there may be areas where interactions between Goa University and its stakeholders can be improved, particularly in regards to industry perceptions of strategic advantage. It may be beneficial for the university to take steps to address the concerns and improve the perceptions of industry stakeholders. The university could take into consideration the opinions of industry regarding the changing trends and could take a feedback form answered post students internship, which would help the university in getting to know the gap between the academics and the industry.

The University can take note of the significantly higher perceptions of strategic advantage among students, parents, alumni, prospective students, and society, and leverage these positive perceptions to strengthen relationships and engagement with these stakeholders.

Cross Tabulation

Cross-tabulation is a useful tool for identifying patterns and relationships between variables, testing hypotheses, visualizing data, and informing decision-making. Cross-tabulation allows to examine the relationship between two or more variables, providing insights into the nature and strength of these relationships. By presenting data in a clear and concise way, cross-tabulation makes it easier to visualize and interpret patterns and trends, making it a powerful tool for data analysis.

Cross-tabulation of Age (rows) against Recommendations to Goa University (columns)

Age	Likely	Most likely	Neutral	Unlikely	Very Unlikely	Total
18-24 yrs	30	25	40	29	26	150
25-40 yrs	30	12	21	26	13	102
41-56 yrs	12	7	13	27	5	64
57+ yrs	3	1	1	3	5	13
Total	75	45	75	85	49	329

Pearson chi-square test = 24.5951 (12 df, p-value = 0.0168624)

Warning: Less than of 80% of cells had expected values of 5 or greater.

The cross-tabulation above shows the distribution of recommendations to Goa University (columns) across different age groups (rows). The table shows that the highest number of "Likely" recommendations come from the 18-24 age group (30), followed by 25-40 age group (30). On the other hand, the highest number of "Unlikely" recommendations come from the 57+ age group (3). The Pearson chi-square test indicates that there is a statistically significant association between age and recommendations to Goa University (p-value = 0.0168624).

Cross-tabulation of Recommendations to GU (rows) against Stakeholders (columns)

	Alumni	Industry	Parent	Pros. Student	Society	Staff	Student	Total
Likely	10	3	4	10	7	13	28	75
Most likely	5	0	4	12	1	7	16	45
Neutral	16	2	5	9	1	7	35	75
Unlikely	10	6	12	10	19	7	21	85
Very unlikely	3	3	6	4	9	1	23	49
Total	44	14	31	45	37	35	123	329

Pearson chi-square test = 57.9167 (24 df, p-value = 0.000124975)

The above cross-tabulation shows the distribution of recommendations to Goa University (GU) across different stakeholder associations. The columns represent the various associations with GU,

while the rows represent the different levels of recommendation (ranging from "Likely" to "Very Unlikely").

From the table, we can see that the highest number of recommendations were given by students, with 28 likely and 23 very unlikely recommendations. The second-highest recommendations were given by alumni, with 10 likely and 3 very unlikely recommendations. On the other hand, the lowest recommendations were given by industry, with no "Most Likely" recommendations and only 6 "Unlikely" recommendations.

The Pearson chi-square test result of 57.9167 with 24 degrees of freedom and a p-value of 0.000124975 indicates that there is a statistically significant association between the level of recommendation and the stakeholder association. This means that the likelihood of a stakeholder recommending GU is not independent of their association with GU.

Cross-tabulation of Association with Goa University (rows) against GU's NAAC grade (columns)

	A	A+	A++	B	B+	B++	C	D	Not aware	Total
Alumni	7			3	1	16	1		16	44
Industry	1	2		1	1	2	1		6	14
Parent	4				6	6			15	31
Prosp. Student	6	3	1		4	7			24	45
Society	7					10	2		18	37

Staff	2			2	11	19			1	35
Student	22	10	3	4	17	29		2	36	123
Total	49	15	4	10	40	89	4	2	116	329

Pearson chi-square test = 100.081 (48 df, p-value = 1.56625e-005)

The cross-tabulation shows the distribution of the association of different groups with Goa University against their perception of the NAAC grading of the university. The correct NAAC grading of Goa University is B++.

The table shows that among the different groups, students have the highest awareness of the correct NAAC grading, with 29 out of 123 students correctly identifying B++ as the grading. However, a significant number of students (36) were not aware of the correct grading.

Among the other groups, alumni and society members seem to be the most aware of the correct grading, with 16 out of 44 alumni and 10 out of 37 society members correctly identifying B++. On the other hand, industry professionals and parents seem to have the least awareness, with only 2 out of 14 industry professionals and no parents correctly identifying B++.

The Pearson chi-square test indicates that there is a significant association between the groups' association with Goa University and their perception of the NAAC grading (p-value = 1.56625e-005). The test suggests that the association of the groups with the university is related to their perception of the NAAC grading.

Cross-tabulation of Association with Goa University (rows) against Info available on GU website (columns)

	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Total
Alumni	12	9	19	2	2	44
Indusrty	3	6	3	2		14
Parent	6	10	9	1	5	31
Prospective Student	22	6	9	5	3	45
Society	10	18	8	1		37
Staff	16	9	5	4	1	35
Student	53	19	35	8	8	123
Total	122	77	88	23	19	329

Pearson chi-square test = 50.8102 (24 df, p-value = 0.00111548)

The above cross-tabulation shows the association between the perception of information availability on the Goa University website and the respondents' association with the university. The table indicates that the majority of the respondents agreed that information was available on the website, with the highest agreement coming from students (53) and alumni (12). Conversely, the highest disagreement came from society (18) and parents (10).

The Pearson chi-square test indicates a statistically significant association between the two variables (p-value = 0.00111548). However, the warning suggests that less than 80% of cells had expected values of 5 or greater, indicating that the results should be interpreted with caution.

Overall, the table highlights the importance of ensuring that information is easily accessible on the university's website and that stakeholders are satisfied with the available information.

Cross-tabulation of Association with Goa University (rows) against Ease of navigating website (columns)

	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	TOT.
Alumni	11	6	24	1	2	44
Indusrty	4	6	2	1	1	14
Parent	10	9	5	3	4	31
Prospective Students	23	4	9	6	3	45
Society	6	12	9		10	37
Staff	13	11	3	6	2	35
Student	50	18	30	9	16	123
TOTAL	117	66	82	26	38	329

Pearson chi-square test = 68.6509 (24 df, p-value = 3.49349e-006)

The above cross-tabulation shows the association between the respondents' affiliation with Goa University and their views on the ease of navigating the university's website. The rows represent the different groups of respondents, such as alumni, industry, parent, prospective students, society, staff, and current students, while the columns represent the responses on the ease of navigating the website, such as agree, disagree, neutral, strongly agree, and strongly disagree.

A higher number of respondents from all the groups except society, had a positive opinion about the ease of navigating the website, with a total of 75% respondents agreeing or strongly agreeing with the statement. Society was the only group where more respondents disagreed or strongly disagreed than agreed or strongly agreed.

The Pearson chi-square test indicates that there is a significant association between the respondents' affiliation with Goa University and their views on the ease of navigating the website. The p-value is less than 0.05, which indicates that the association is statistically significant.

Cross-tabulation of Association with Goa University (rows) against adequate interaction between GU (columns)

	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	TOT.
Alumni	2	11	17	2	12	44
Indusrty		6	4	3	1	14
Parent	3	16	7		5	31
Prospective Students	12	5	22	6		45
Society	6	15	12	1	3	37
Staff	14	7	12		2	35
Student	35	18	60	1	9	123
TOTAL	72	78	134	13	32	329

Pearson chi-square test = 98.7575 (24 df, p-value = 4.88965e-011)

The above cross-tabulation shows the distribution of responses for the Association with Goa University and Adequate interaction between Goa University variables. The rows represent the Association with Goa University, and the columns represent adequate interaction between Goa University.

Overall, the majority of respondents agreed that there is adequate interaction between Goa University, with 72 respondents agreeing and 32 respondents strongly disagreeing. However, there is a high number of neutral responses, with 134 respondents indicating that they are neither in agreement nor disagreement.

Looking at the responses by Association with Goa University, it is evident that alumni and industry respondents were mostly in disagreement, while student and staff respondents were mostly in agreement. Parents and prospective students were somewhat divided, with a significant number of neutral responses.

The Pearson chi-square test shows a significant association between Association with Goa University and Adequate interaction between Goa University, with a p-value of 4.88965e-011.

Conclusion

Based on the regression table, we can see that all four variables (Awareness, transparency, accessibility, and strategic advantages) have a statistically significant effect on the overall effectiveness of interactions between Goa University and its stakeholders. Specifically, the regression analysis suggests that accessibility and strategic advantages have the strongest positive impact on the effectiveness of interactions, followed by transparency and awareness.

Based on the results of the ANOVA and t-test analyses, it can be concluded that there is a significant difference in the levels of awareness, transparency, accessibility, and strategic advantage among the different stakeholders of Goa University.

The ANOVA test results suggest that there is a significant overall difference in the mean scores of the four variables across the stakeholder groups. Specifically, the mean scores for awareness, transparency, accessibility, and strategic advantage are significantly different between the stakeholder groups.

Furthermore, the t-test results indicate that there are significant differences in the mean scores of each variable between specific stakeholder groups. For example, the mean score for strategic advantage is significantly different between the student and staff groups, student and parent groups, student and alumni groups, student and prospective student groups, student and society groups, staff and industry groups, staff and society groups, staff and alumni groups, staff and prospective student groups, parent and alumni groups, alumni and prospective student groups, alumni and society groups, alumni and industry groups, and prospective student and industry groups.

Therefore, the research project suggests that the interactions between Goa University and its stakeholders are effective in terms of raising awareness, promoting transparency, increasing accessibility, and providing strategic advantages to different stakeholder groups. However, the nature and level of effectiveness vary between the different stakeholder groups, and the university should focus on addressing the specific needs and preferences of each group to ensure maximum effectiveness of its interactions.

Recommendations

Based on the findings, here are some recommendations for improving the effectiveness of interactions between Goa University and its stakeholders:

Increase Awareness: It is recommended that Goa University take steps to increase awareness about its activities and achievements among its stakeholders. For example, the university can use social media platforms to regularly update stakeholders on its research and academic programs, collaborations, and achievements. For the existing students, the University could have more interactive sessions and events wherein the students get a chance to know the various departments and infrastructure available at the campus. For the prospective students, the University could have interactive sessions throughout the years with various colleges in creating awareness of the admissions eligibility criteria and the process. For Industry, they could be welcomed more often to the premises to deliver talks, and our students could also make visits to their industries as part of field trips. For society to know more, we should strengthen our media presence that will help in boosting our presence across.

Enhance Transparency: Goa University should take measures to enhance transparency in its operations and decision-making processes. For example, it can make information about its finances, policies, and decision-making processes easily accessible to stakeholders. The university can also conduct regular stakeholder meetings and consultations to obtain feedback and suggestions. The University should make known its mission and vision to its stakeholders.

Improve Accessibility: The University should work towards improving accessibility to its services and programs for all stakeholders. For example, it can provide online resources and support services to students who are unable to attend on-campus events. The university can also offer flexible schedules and remote learning options to accommodate the needs of working

professionals. GU should provide timely information regarding the admissions and other important dates to their prospective students. The university should be responsive to the needs and concerns of the faculty and staff community.

During the survey we also managed to find out that majority of the alumni preferred to have an independent alumni association for the each schools. It's the need of the hour that the alumni get together and form a strong association. Atleast in the case of MBA programme, it would be great if the association is formed at the earliest. This will give more scope for the future students to benefit from their external connect. This will also help in bridging the gap between the university standards and the outside world requirements.

Utilize Strategic Advantages: Goa University should leverage its strategic advantages to build strong partnerships with its stakeholders. For example, it can collaborate with local businesses and organizations to create internship and employment opportunities for its students.

The university can also establish partnerships with other academic institutions to enhance its research capabilities and academic programs. While that's external, Goa University should also collaborate within itself too. There are many schools and departments within the University which need to unite together for stronger understanding and togetherness.

Goa University could also help in organizing various refreshers courses to its alumni to create a better bonding and creating a self of belongingness. Goa University should ensure effective, fair and ethical practice at campus and should consider the opinion of the staff and faculties for the betterment of the institution. For the students, University should provide a healthy leaning environment and also should help them in providing them with industry relevant competences.

For the society, the University could work on projects which would be in interest of the society as well as the general public which would help both –university and the stakeholders. This will also bridge the gap between the general public about the perceptions regarding the university.

By implementing these recommendations, Goa University can improve its interactions with stakeholders and foster stronger relationships with them. This, in turn, can lead to increased support, engagement, and overall success for the university and its stakeholders.

Work done & Learnings

During my internship at Goa Business School, I had the opportunity to work on a range of projects focused on creating awareness about the MBA program and engaging with potential students, working on placements, designing an alumni association and working on an independent study – Effectiveness of interactions between Goa University and its stakeholders. The following are few of the work done during the two-month period at the Goa University.

Creating awareness of the Goa Business School and MBA Programme via social media: This is an important task as social media is a powerful tool for creating awareness and engaging with potential students. By using social media platforms, you were able to reach a wider audience and generate interest in the MBA program.

Designing an admission committee comprising first-year MBA students: This is an innovative approach to managing admissions. By involving the students in the admissions process, you were able to create a sense of ownership and responsibility among them. This is a great way to get students engaged and involved in the school community.

Streamlining the admissions committee: By starting the admissions process early in the academic year, you were able to create a more efficient and effective system. This ensured that the admissions process was well-organized, and prospective students had all the information they needed.

Working on a Sustainability Conclave: This is a great initiative as sustainability is an important issue that affects everyone. By organizing a seminar, you were able to create awareness about sustainability and its importance. The use of WhatsApp marketing strategy was also innovative and helped to generate interest in the event.

Designing a Public Relations cell for the MBA program: This is a great initiative as it allows for the marketing of the program through various forms of media, which can help to increase awareness and attract potential students.

Designing a Placement Committee for the MBA Program: This is an important task as it helps to ensure that students are able to secure internships and job opportunities. Your work in connecting with more than 230 companies and securing internships for all first-year students is commendable.

Designing an Alumni Association for the MBA program: This is an important initiative as it helps to build a sense of community and engagement among past and current students. Your interactions with alumni and the interest they showed in being part of the association again is a testament to the value of this initiative.

Writing a book on the MBA alumni and their success stories: This is an innovative and impactful way to showcase the successes of the program and its alumni. It can serve as an inspiration to current and potential students, and help to increase the program's reputation.

Driving resource persons for the Fomento Lecture Series: This is a valuable task as it helps to ensure the smooth running of important events and allows for networking opportunities.

Overall, your work during the internship at Goa Business School was diverse, impactful, and showed a range of skills and abilities. Your initiatives in marketing the MBA program, securing internships and job opportunities, building an alumni association, and writing a book on alumni successes are all commendable and demonstrate your commitment to the program and its success.

Learnings

From this project, there are several key learnings that can be applied to future research and practical projects.

Firstly, it is essential to conduct thorough research and analysis before embarking on any project or initiative. In this project, the research team conducted extensive surveys and data analysis to understand the perceptions and preferences of different stakeholder groups towards the interactions with Goa University. This approach enabled the team to gain valuable insights that informed the recommendations for improving the effectiveness of interactions. Therefore, it is essential to ensure that research is at the heart of any project or initiative.

Secondly, it is crucial to consider the specific needs and preferences of different stakeholder groups when designing strategies and initiatives. The findings of this project revealed significant differences in the perceptions and preferences of different stakeholder groups, such as students, staff, alumni, parents, prospective students, and society. Therefore, it is essential to tailor initiatives and strategies to address the specific needs and preferences of each group. This approach can help to increase the effectiveness of interactions and foster stronger relationships with stakeholders.

Thirdly, transparency, accessibility, awareness, and strategic advantages are critical factors in building effective interactions between organizations and stakeholders. The regression analysis revealed that these four factors had a significant impact on the overall effectiveness of interactions between Goa University and its stakeholders. Therefore, organizations should focus on enhancing transparency, accessibility, awareness, and strategic advantages in their interactions with stakeholders to improve engagement, support, and overall success.

Fourthly, collaboration and partnerships are essential for the success of any initiative or project. The recommendations of this project emphasized the importance of leveraging strategic advantages to build partnerships with stakeholders, such as local businesses, organizations, and other academic institutions. Collaboration and partnerships can help to create opportunities for students, faculty, staff, and alumni, leading to increased engagement, support, and success.

Lastly, it is essential to ensure that initiatives and strategies are ethical, fair, and effective. The recommendations of this project emphasized the importance of ensuring ethical, fair, and effective practices at the University. Organizations should prioritize the opinions and concerns of their stakeholders to foster a sense of belongingness and create a healthy learning environment for all.

In conclusion, this project highlighted the importance of conducting thorough research, tailoring initiatives to specific stakeholder groups, enhancing transparency, accessibility, awareness, and strategic advantages, fostering collaborations and partnerships, and ensuring ethical, fair, and effective practices. By applying these learnings, organizations can improve their interactions with stakeholders, foster stronger relationships, and achieve greater success.

Annexure I

Designing an Alumni Association for MBA in Goa Business School

MINUTES   OF   THE   MEETING

(1st meeting with the MBA alumni to discuss the idea of formation)

Date: April 8, 2023

Time: 10 a.m.

Location: Margao

Attendees:

Allan D'Cruz

Jeniton D'Silva

Pavan Hegde

Vignesh Palni

Godfrey Gomes

Parischit Phaldesai

Ritinha Pereira

Avdhut Padwalkar

Prasad Mandrekar

Agenda:

To discuss the idea of formation of the Alumni Association for MBA Program of Goa University.

The meeting was called to order by Allan D'Cruz at 10 a.m.

Introduction:

Allan D'Cruz introduced the alumni to the gathering as the members were from different batches.

Concept and Idea:

Jeniton D'Silva briefed the idea and concept of having an Alumni Association to the members, reading out the drafted mission, vision, and objectives for the formation of the association. All the members agreed towards the drafted mission, vision, and objectives for the formation of the alumni. However, a time frame of a month was also given to share their opinion and views to further concretise the draft. The members shall contact Jeniton and propose if there are any changes in the drafted mission, vision, and objectives.

Rules and Regulations:

Allan spoke on the formation of rules and regulations for safe functioning of the alumni association and took the initiative of getting the rules and regulations drafted using the Chemistry department alumni association rules as a reference. Allan was assured to present the drafted rules and regulations for the next meeting.

Open Discussion:

During the open discussion round, Pavan Hegde suggested that the main aim of the alumni association should not be just for the sake of the university project purpose but there has to be continuity maintained, and more members need to join the group. All the members agreed to the same.

Ritinha suggested that for the next meeting, there has to be an invite or a flyer prepared to invite the members so that more members join in to formalize the association.

Jeniton suggested that the committee be selected once the rules and regulations and registration of the society falls in place.

Next Meeting:

The next meeting was scheduled for June, 2023, at Panaji at 10 a.m.

The meeting was adjourned at 11 a.m.

Respectfully submitted,

Allan D'Cruz

Annexure II

Effectiveness of interactions between Goa University and its stakeholders

Students

The university provides a welcoming and inclusive environment for all students.
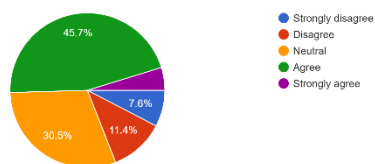
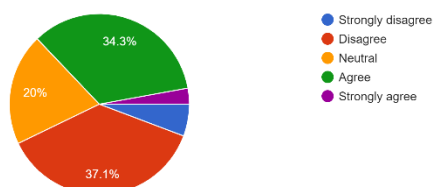The university listens to and responds to student feedback and concerns effectively and timely.
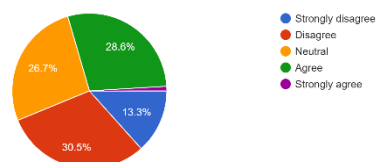
Goa University policy decisions are often not known to decision makers
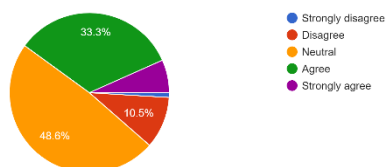
Goa University circulars are ambiguous and not clear
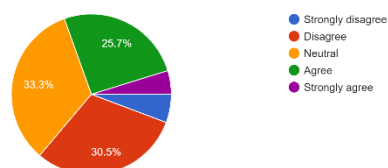
Goa University provides me with adequate resources to become employable
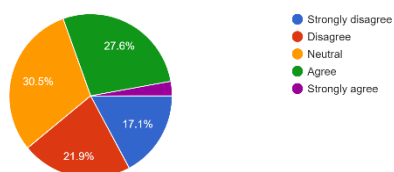
The university provides adequate resources and support for students to succeed academically.
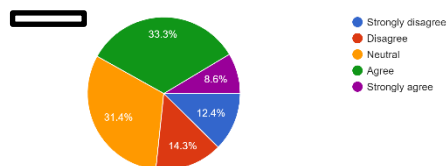
Goa University ensures effective, fair and ethical practice at campus.
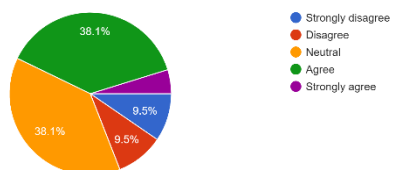
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

38.1%
9.5%
9.5%
38.1%

There is a collaboration of various schools at Goa University along with the administration.
1

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

44.8%
7.6%
33.3%

There is a strong collaboration of various disciplines within the Goa University. (Eg Commerce & MBA or MBA & FS or Konkani and French etc)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

32.4%
10.5%
14.3%
36.2%
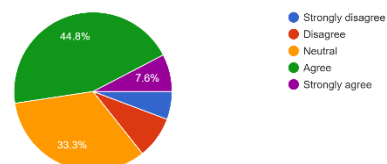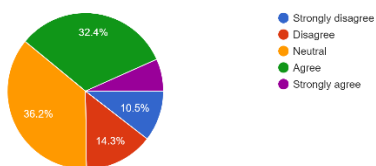
The university takes appropriate measures to ensure the safety and well-being of its students.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

42.9%
37.1%
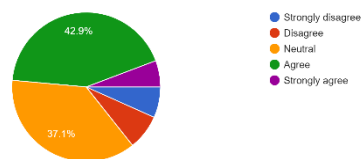
The university values and respects student opinions and ideas.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

30.5%
13.3%
16.2%
36.2%
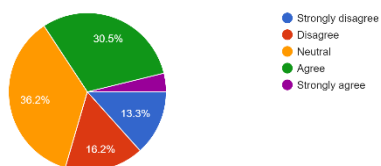
University provides information to the students on various schemes provided by the Government and industry.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

45.7%
11.4%
33.3%

123
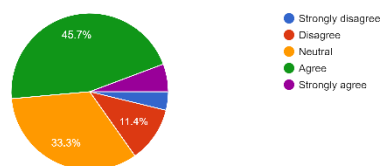
The syllabus taught at GU is relevant to the industry

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13.3%
16.2%
30.5%
36.2%
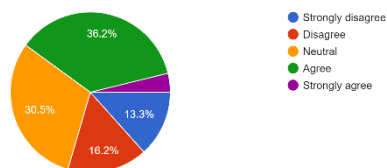
The channels of communication within Goa University are resilient to external influence.
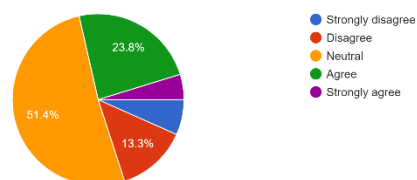
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23.8%
51.4%
13.3%

How much educational value is provided to the students relative to fees paid?

13 (12.4%)
19 (18.1%)
39 (37.1%)
23 (21.9%)
11 (10.5%)
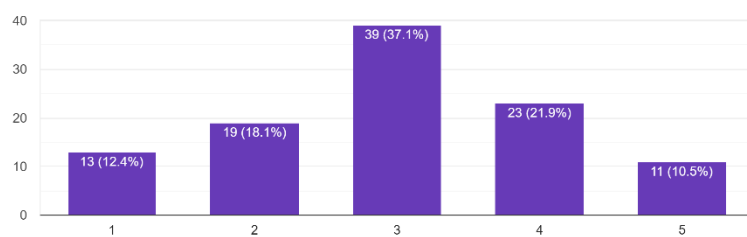
(Parents)

The university is transparent with my ward's education

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

43.3%
16.7%
13.3%
23.3%
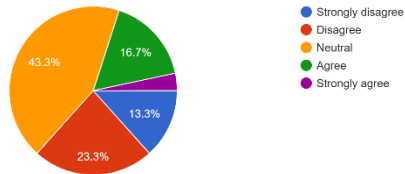
Goa University provides industry relevant competencies

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

33.3%
10%
26.7%
30%
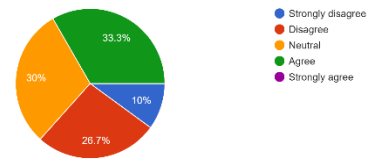
Goa University ensures an effective fair and ethical practices at campus.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

53.3%
10%
20%
16.7%
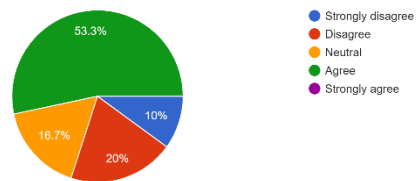
Goa University provides a healthy learning environment
30 responses

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

46.7%
10%
13.3%
26.7%
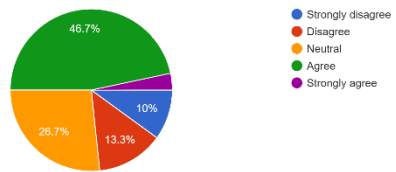
Goa University is concerned with the safety and security of students

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

33.3%
13.3%
40%
13.3%
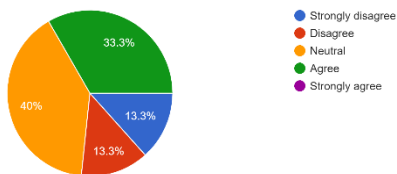
(Faculty)

Goa University communicates effectively with the faculty and staff members.
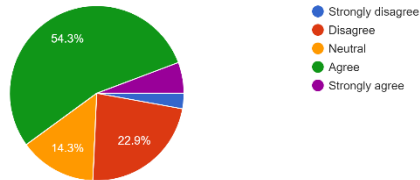
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

54.3%
22.9%
14.3%

Goa University ensures effective, fair and ethical practice at campus.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

57.1%
11.4%
8.6%
20%

There is a strong collaboration of various disciplines within the Goa University. (Eg Commerce & MBA or MBA & FS or Konkani and French etc)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

40%
8.6%
14.3%
31.4%

There is a collaboration of various schools at Goa University along with the administration.

- Strongly disagree
- Disagree
- Neutral
- Agree
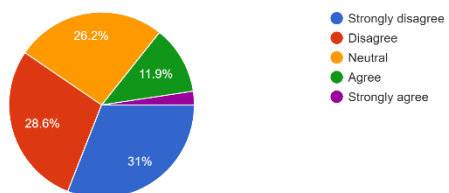- Strongly agree

28.6%
11.4%
14.3%
8.6%
37.1%
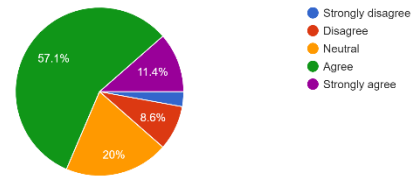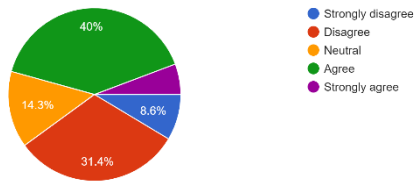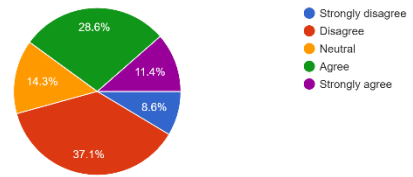
The university values and respects the opinions and ideas of faculty and staff members.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31.4%
25.7%
37.1%
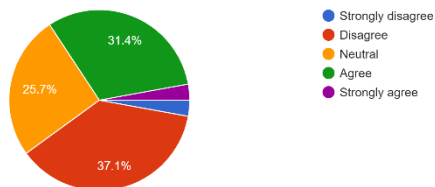
The university is responsive to the needs and concerns of the faculty and staff community.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31.4%
31.4%
28.6%
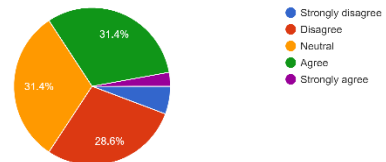
The university takes appropriate measures to ensure the safety and well-being of faculty and staff members.
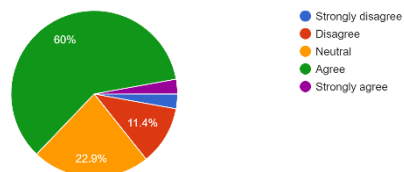
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Goa University policy decisions are often not known to decision makers

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Goa University circulars are ambiguous and not clear

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

There is a collaboration of various schools at Goa University along with the administration.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
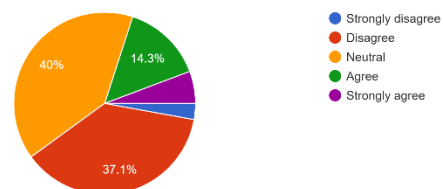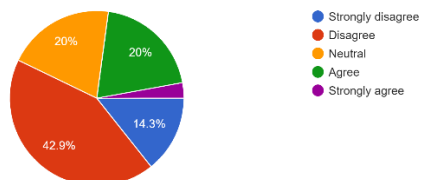
Goa University decision making process is resilient to external influence. (Beyond aforementioned stakeholders)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

127
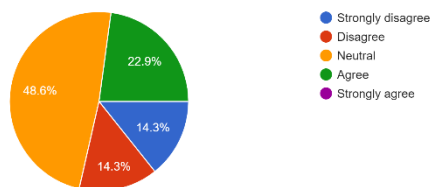
(Prospective Students)

Goa University is a respectable institution

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
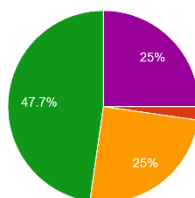
47.7% Agree, 25% Neutral, 25% Strongly agree

Goa University makes adequate effort to attract new students

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31.8% Agree, 22.7% Neutral, 25% Disagree, 15.9% Strongly agree
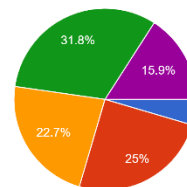
Goa University provides me adequate resources to become employable

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

43.2% Agree, 36.4% Neutral, 11.4% Strongly agree, 9.1% Disagree
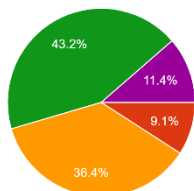
Goa University provides admission/administration information in a timely manner

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34.1% Agree, 34.1% Disagree, 18.2% Neutral, 11.4% Strongly agree
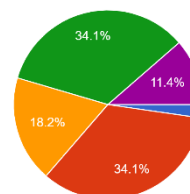
Goa University provides the course of study relevant to my field of interest.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
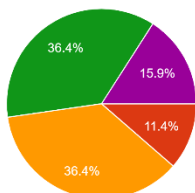
36.4% Agree, 36.4% Neutral, 15.9% Strongly agree, 11.4% Disagree

Goa University is creating awareness in undergraduate colleges of the various offered courses at the university campus
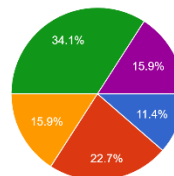
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34.1% Agree, 22.7% Disagree, 15.9% Neutral, 15.9% Strongly agree, 11.4% Strongly disagree

128

how much educational value is provided to the students relative to fees paid?
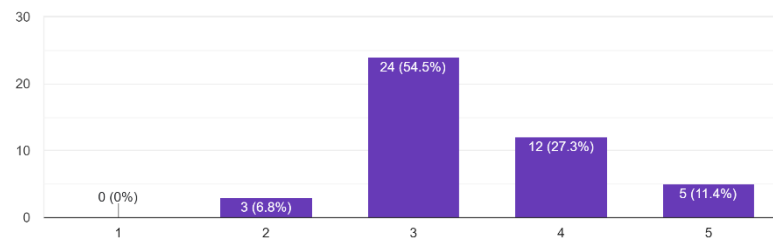
(Alumni)

I feel like coming back to Goa University for nostalgia and love for the institution

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31% / 19% / 11.9% / 9.5% / 28.6%
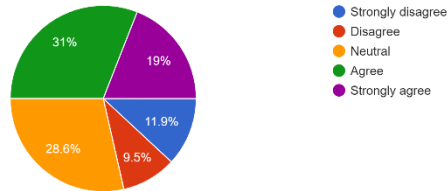
Alumni should be involved with university.
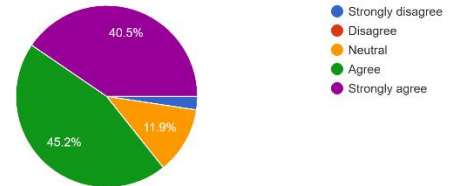
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

40.5% / 45.2% / 11.9%

There is a collaboration of various schools at Goa University along with the administration.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3% / 33.3% / 23.8% / 7.1%
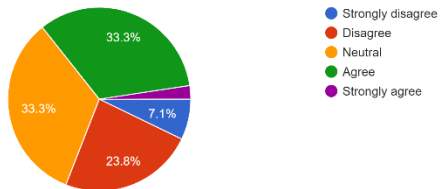
There is a strong need to form an alumni association for the individual schools.
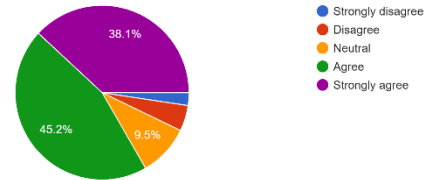
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

38.1% / 45.2% / 9.5%

There is a strong collaboration of various disciplines within the Goa University. (Eg Commerce & MBA or MBA & FS or Konkani and French etc)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31% / 7.1% / 9.5% / 26.2% / 26.2%
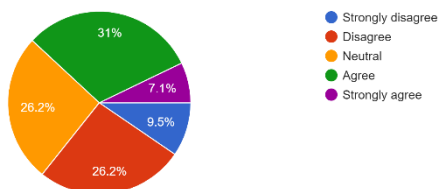
The overall student experience has improved since I graduated.
42 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

31% / 16.7% / 7.1% / 38.1%

130
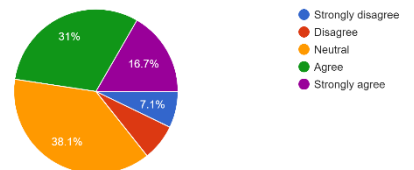
The existing model for alumni to communicate with the university is adequate

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Values shown: 26.2%, 11.9%, 28.6%, 31%

I feel Goa University is relevant to me even after graduation.

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Values shown: 42.9%, 19%, 16.7%, 16.7%
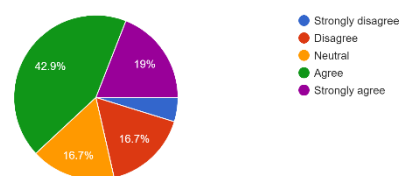
Goa University does enough for its alumni in helping them in their career advancements through refresher/ upskilling courses and solving problems

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Values shown: 21.4%, 19%, 26.2%, 33.3%
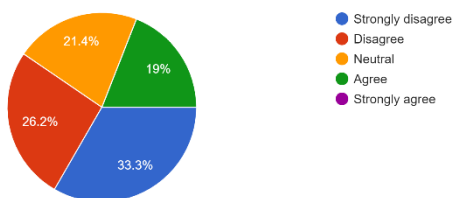
Society

I feel Goa University is relevant to me even after graduation.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

42.9% 19% 16.7% 16.7%
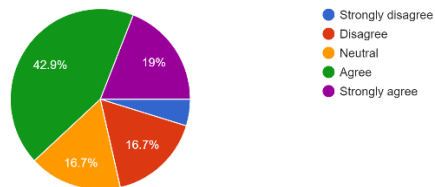
Goa University addresses the needs and concerns of the community through its programs and initiatives

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22.9% 8.6% 31.4% 34.3%
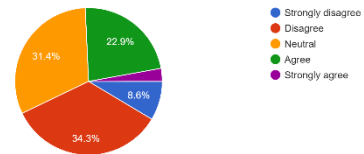
Goa University values and respects the input and feedback of the community in its decision-making processes

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34.3% 20% 40%
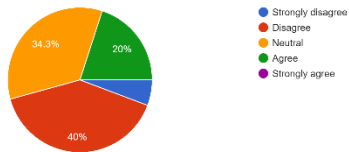
I am satisfied with the level of involvement and engagement that Goa University has with the local community

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34.3% 14.3% 20% 31.4%

132
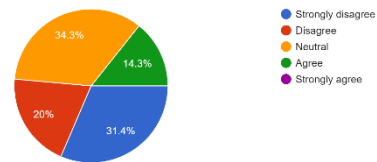
Industry

GU students have to unlearn certain information that is taught, to be successful in the industry

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

50%
8.3%
25%
16.7%
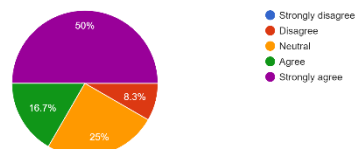
Industry has adequate say in the functioning of the university

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

25%
8.3%
25%
33.3%
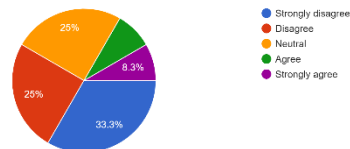
Goa University students find it easy to integrate into industry .

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3%
8.3%
25%
25%
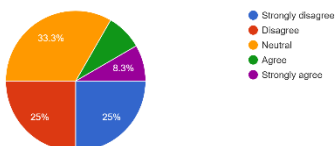
Goa University offers relevant short/ long term courses to upskill the working professionals in various industries

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3%
16.7%
41.7%
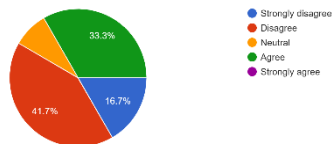
Goa University infrastructure is available for the use of industry (Eg. Science laboratories for various testing or auditoriums, sports infrastructure etc)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3%
25%
16.7%
25%
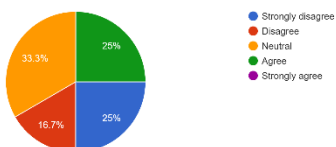
Goa University talent is available for the use of industry (Eg. Solving business problems, making policy decisions etc)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33.3%
16.7%
41.7%
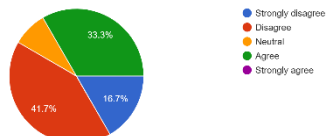
Goa University conducts Goa centric research. (Eg. Feni policy or testing of soil, water, air, etc of Goa)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16.7%
8.3%
41.7%
8.3%
25%
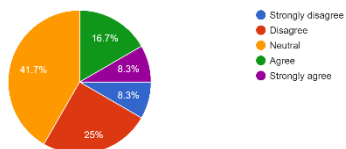
Goa University is well integrated into the industry

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16.7%
16.7%
8.3%
8.3%
50%
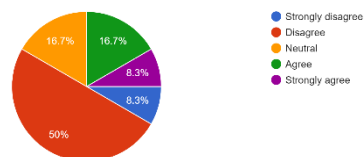
Syllabus taught at Goa University is relevant to the industry

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
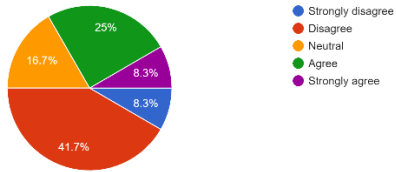
GU students are well prepared to face industry oriented challenges

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
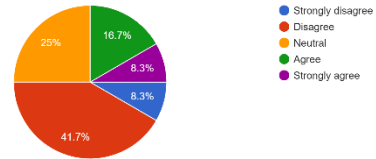
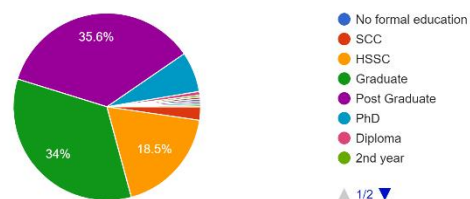Based on your experience of recruiting Goa University students, kindly rank any of the following gaps, if observed
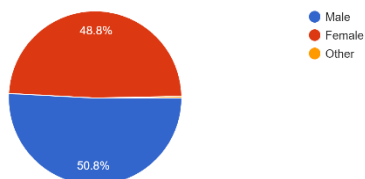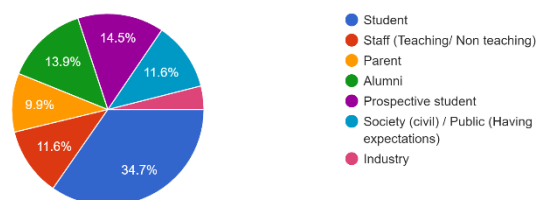
General

Age

- 18-24
- 25-40
- 41-56
- 57+

31.4% 19.8% 44.6%
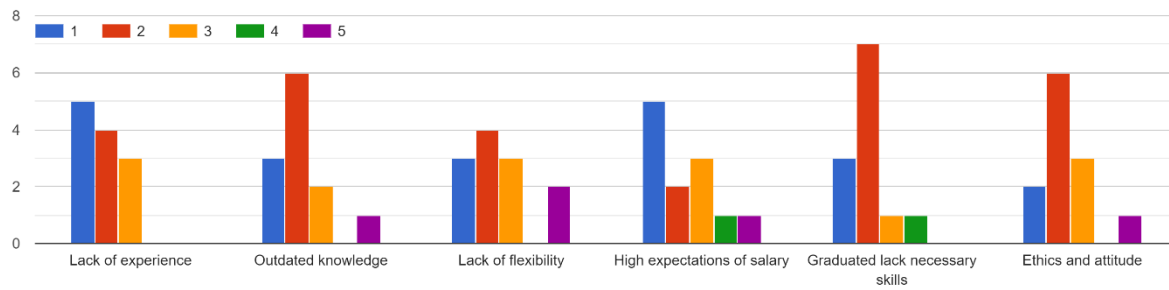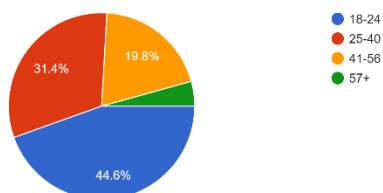
Highest Education qualification completed as on the date of response

- No formal education
- SCC
- HSSC
- Graduate
- Post Graduate
- PhD
- Diploma
- 2nd year

35.6% 34% 18.5%

▲ 1/2 ▼

Gender

- Male
- Female
- Other

48.8% 50.8%

Your association with Goa University (choose which is best applicable at the time of responding)

- Student
- Staff (Teaching/ Non teaching)
- Parent
- Alumni
- Prospective student
- Society (civil) / Public (Having expectations)
- Industry

14.5% 13.9% 11.6% 9.9% 11.6% 34.7%

Goa University has high quality faculty

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

42.6% 28.4% 14.2% 8.6%
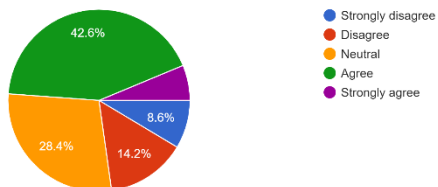
Goa University's current NAAC grading
303 responses

- A++
- A+
- A
- B++
- B+
- B
- C
- D
- NOT AWARE

37.3% 12.5% 26.7% 14.2%
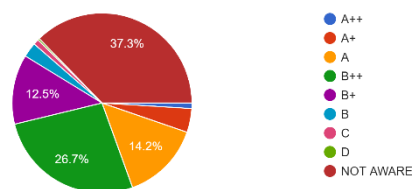
Goa University has a strong media presence (in Goa)
3

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

25.1%
35.3%
12.5%
23.1%
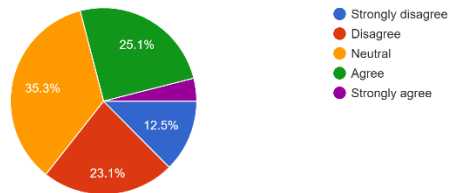
Goa University creates timely awareness of various policies and the guidelines
3

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

26.7%
37.3%
9.2%
23.1%
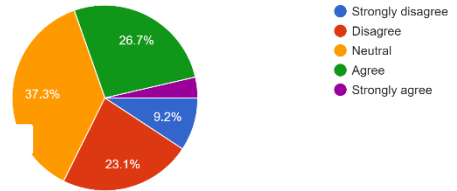
Goa University faculty has international collaborations, patents, scientists etc.
303 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

31.7%
43.6%
7.6%
10.9%
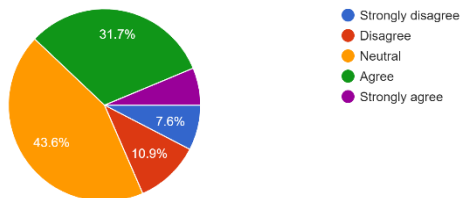
All the information about Goa University is available on its website for public consumption
303 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

37.3%
7.6%
27.4%
22.1%
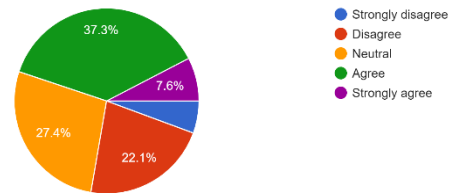
Efforts are being made by Goa University to create awareness regarding its various resources available on campus (Library, counselling, Guest House etc)
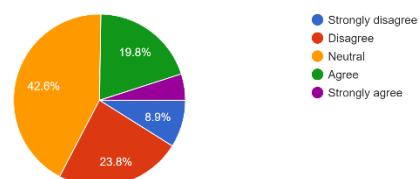

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● strongly agree

29%
30.4%
7.3%
29.4%
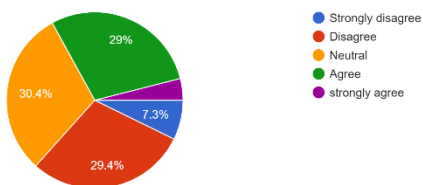
RTI is the only way to get information from Goa University

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
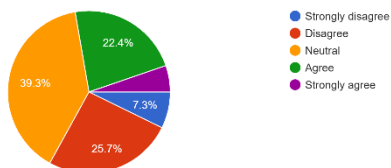- ● Strongly agree

25.7%
47.5%
18.2%
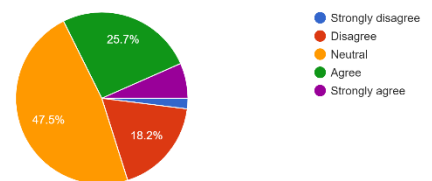
There is a frequent communication between Goa University and its stakeholders (Policies, courses, job placements, industry interaction, etc.)
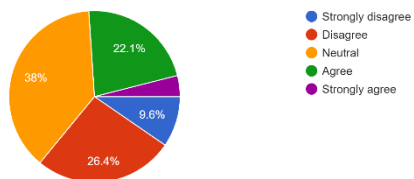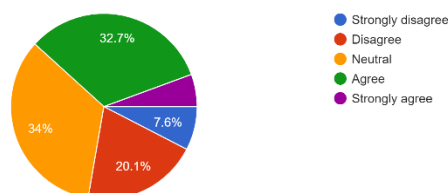
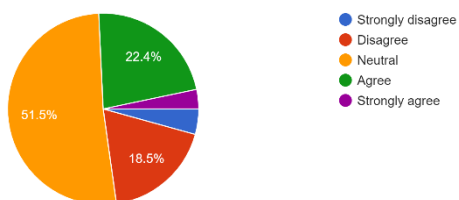Student/staff/ stakeholders grievances are addressed instantly.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22.1%
38%
9.6%
26.4%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19.8%
42.6%
8.9%
23.8%

Goa University has an effective feedback/ response system to any query raised with it (eg. For student, information about a course. For Govt, info ne...fo sought to fulfill their duties more effectively.)

I have heard of/ used research projects conducted by Goa University.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22.4%
39.3%
7.3%
25.7%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

32.7%
34%
7.6%
20.1%

The requested information is disseminated in a timely manner.

It is easy to navigate the Goa University website.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22.4%
51.5%
18.5%

- Strongly disagree
- Disagree
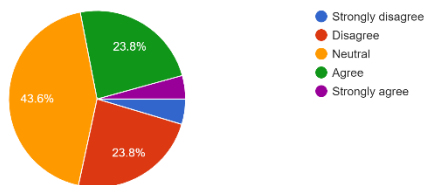- Neutral
- Agree
- Strongly agree

36.3%
25.4%
7.6%
10.6%
20.1%

137
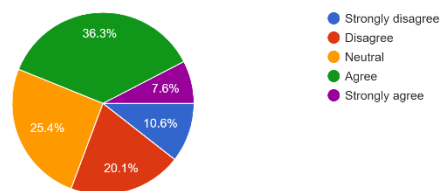
The policies and decision making process are easily accessible. (Eg. University circulars, minutes of various meetings, etc)


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26.1%
38.6%
25.1%
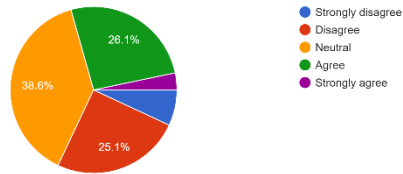
It is easy to find and access to resources and information related to specific course or program of study at GU.

- Strongly disagree
- Disagree
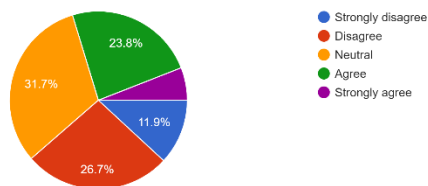- Neutral
- Agree
- Strongly agree

35%
33%
20.1%
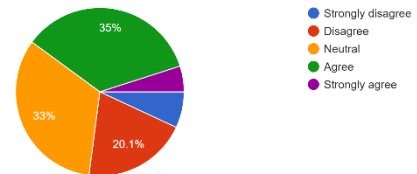
I often find conflicting information from official university sources.

- Strongly disagree
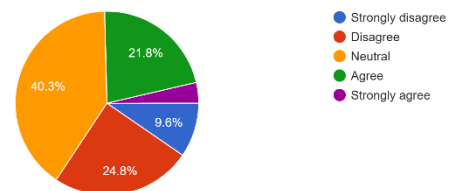- Disagree
- Neutral
- Agree
- Strongly agree

23.8%
43.6%
23.8%

Goa University has a strategy in place to match the dynamic external environment (policies, guidelines, curriculum, etc.).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21.8%
47.5%
7.3%
20.8%
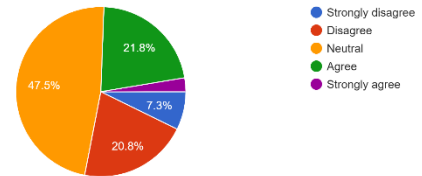
Goa University vision is known to me

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23.8%
31.7%
11.9%
26.7%

There is adequate interaction between Goa University and its stakeholders

- Strongly disagree
- Disagree
- Neutral
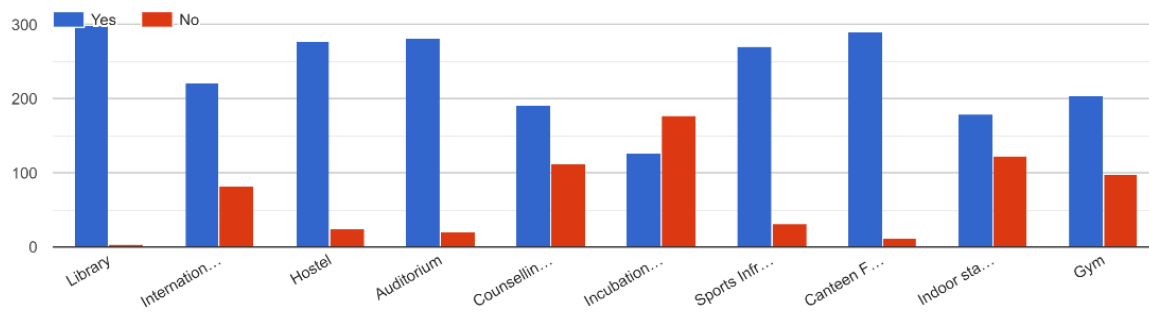- Agree
- Strongly agree

21.8%
40.3%
9.6%
24.8%

What is your overall perception of Goa University?
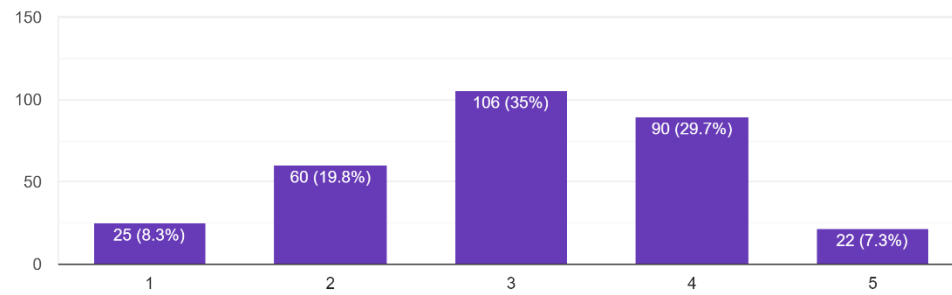
Do you think Goa University offers following courses on campus?
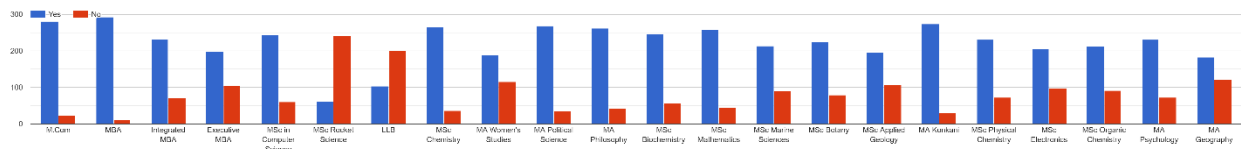
Are you aware Goa University provides the following facilities

How Likely are you to recommend Goa University to others?